THE UNIVERSITY OF DERBY

A CONCEPTUALISATION OF MANAGEMENT BASED ON THE LIVED EXPERIENCE OF HOSPITALITY MANAGERS AND EMPLOYEES

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Doctor of Philosophy   2019

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Preface

This is to certify that I am responsible for the work submitted in this report, that the original work is my own except as specified in references, and that neither the dissertation nor the original work contained herein has been submitted to this or any other institution for the award of a degree or for any other purpose. Olivia Ramsbottom

7 February 2019

Abstract

Purpose

This research conceptualises management in response to the lack of an absolute definition in the management literature. Three concepts: Management as Learning ; the Co-dependency of management; and management as Doing and Thinking are developed from the literature and a two-stage study carried out in the context of hospitality management supports these concepts. The study results in a unique framework for the 21st century hospitality manager and recommendations for management development linked to management practice.

Methodology

The research is critical social constructivist and uses a phenomenological strategy. A two stage process of semi-structured interviews was employed to elucidate the experiences of 32 employees and managers in 4* and 5* hotels predominantly in London, UK with regards to the key themes of effective management.

Findings

The work elicits a body of rich, living data that is interpreted to create a unique framework for the 21st century hospitality manager, which includes:
- co-dependency and management as learning as linked concepts; key skills and activities for effective management; and an understanding of the required combination
- confirmation that a balance of specific and universal skills are needed for hospitality management
- a Manager Role mind map and table of key criteria for the transition from specialist to manager.

Research Implications

The contributions of this research are threefold:

- *Theoretical:* the work identifies three key fundamentals of management, filling a gap in the general management literature.
- *Contribution to Knowledge:* the research is contextualised to hospitality management and is an application of an unusual paradigmatic approach: both contributions to the hospitality management literature. The research also fills a gap in the literature in the absence of definitions of management.
- *Practical:* the work results in a model to be tested through application to hospitality management.

Keywords

Training, development, managers, leaders, training models, training frameworks, development models, development frameworks, hospitality management, management philosophy, learning, co-dependency.

Acknowledgements

I am very grateful to the participants in this research, who gave their time to discuss management with me and therefore made this research possible and credible.

Thanks to Tim Heap, my supervisor, whose wise words led to this PhD study being a truly transformative process for me, and whose words of encouragement gave me much-needed boosts of energy, especially near the end!

I thank, with all my heart, my partner Ben Harrison, who provided seemingly unlimited support and encouragement to complete this work.

My friends and family have encouraged me all the way through. Special thanks to Ang and Jane for always looking interested…

Finally, I thank my Mum, Janet Tennant, for instilling in me the self-belief that made contemplating this sort of huge undertaking possible!

Rationale and Contribution

This section presents the reasons for carrying out this research, or the problem that the researcher considered needed to be solved. It also explains why the context of hospitality management was chosen for data collection. The section continues to summarise the original contribution to knowledge made through this research.

Rationale

Autobiographical Rationale

Moustakas (1994, P103) recommends the first step in a research process be 'discovering a topic and question rooted in autobiographical meanings and values' and continues 'in phenomenological research, the question grows out of an intense interest in a particular problem or topic. The researcher's excitement and curiosity inspire the search.' (Moustakas, 1994, P104). Usher and Jackson (2014, P187) agree with the autobiographical nature of the motivation for research: 'The question arises from who the researcher is both professionally and personally; with a concomitant set of experiences and contexts that informs their thinking, together with their ego (the self-interested nature of the question)' (Usher and Jackson, 2014, P187).

The autobiographical rationale for this work was based in the researcher's experience as a manager in various organisations for sixteen years before she became a lecturer and researcher in business and management at the University of Derby. This is evidence of the emic nature of this research (as discussed in 'Methodology') and the desire to improve the area of management theory and practice from the insider or subjective point of view, a point of view driven by a personal understanding of the value of good management, and the impact of bad management practice.

Social Significance

Moustakas (1994, P103) also recommended that the research question should involve 'social meanings and significance'.

There is a need for good management because there is 'a strong correlation between organisations with good management and business success' (Professional Manager, 2012, P10) and '…the line manager relationship has been identified as the single most important factor in determining levels of employee engagement.' (Wilton, 2013, P12).

Whilst the need for good management is therefore recognised, there is a lack of understanding of what makes for good management (Wood, 2015), perhaps resulting in observed and evidenced instances of poor or mis-management (Witzel, 2009; The Guardian, 2018) and society's negative perceptions of management (Waller, 2013).

The research is therefore driven by a desire to improve the occurrence of good management practice, with positive consequences for the economy and society.

Academic Rationale - Gap in the Literature

Finally, there is evidence from the literature that there is a problem to be solved, or a gap in the literature. In order to develop effective management, we need to know what effective management is. Dalton (2010) agrees with this general premise, 'Unless we have a conceptualisation of the management process, how can we decide on strategies to develop the manager?' (Dalton, 2010, P16). However, no conceptualisation or definition exists: 'MD (Management Development) combines a disputed process (development) with a contested object of the process (management)' (Talbot, 1997, cited in Dalton, 2010, P9). Cole (2004) would argue that 'there is no generally accepted definition of 'management' as an activity' (Cole, 2004, P6) and 'we are no closer to obtaining definitive answers as to what is 'good' management'

(Wood, 2015, P117). There appears to have been little progress from the enigmatically named work, 'What is This Management?' (Puckey, 1945, cited in Witzel, 2009).

This research therefore, for the third part of its rationale, the academic rationale, looks to fill a gap in the literature by attempting to define, or at least conceptualise, management.

Context

After drawing key themes from the literature to conceptualise management, there was a need to support and add to the discussion about these concepts. Not being able to look at management in all sectors, it was decided to concentrate on the service sector, and the hospitality industry in particular.

The reasons for looking at hospitality management are fourfold:

    a. In line with the autobiographical rationale discussed by Moustakas (1994) the researcher was teaching business and management as part of the Buxton Centre for Contemporary Hospitality whilst carrying out the study and was interested in extending her knowledge and understanding of her chosen andragogical field.

    b. For practical reasons, the use of the 'laboratory' of hospitality management meant that the aim of the research could be achieved: a framework for understanding management.

    c. This concentration distinguishes this research as there is relatively little written about service sector managers, having come late to the field of management study (about 30/40 years ago) which had previously predominantly focused on manufacturing or production.

    d. In terms of social significance: the service sector is significant in the UK economy, a growing area in terms of GDP whereas manufacturing is under threat; and recent research/commentary

by People 1st and the Global Wellness Summit (two professional bodies linked to hospitality) has commented on the lack of management skills.

This section goes on to expand on points above, by describing and understanding the service sector in terms of definitions, size, spread and characteristics. It then continues to discuss hospitality management as part of the service sector, to show the value of using the service sector/hospitality management for this research. It finally hones down on the specific sample for this research, to be elaborated on in the Methodology section.

The Service Sector

The service sector can first be defined by what it is not. It is not the manufacturing sector, on which a great deal of management literature has been written, not least because of the manufacturing sector's age and maturity compared to its younger sister the service sector.

The following table shows businesses considered to be in the service sector, on the spectrum from Product > Service to Facilitate Experience > Experience > Support.

Table 1: Examples of Service Sector Businesses on the spectrum from Product > Service to Facilitate Experience > Experience > Support

Product	**Service to Facilitate Experience**	**Experience**	**Support**
Retail – supermarkets, shops	Transport – trains, buses	Cafés	Public Services
	Internet	Restaurants	Armed Forces
	Banks,	Holidays	Police Forces

	Media	Education?	Health?
	Utilities – heating, water, lighting	Health?	Not-for-profit
		Media?	

Source: Author's Own

Whereas the manufacturing, or production sector, is defined by its production of products or goods, its growth of goods (foodstuffs) or its extraction (mining, oil) the service sector is defined by its more (but not exclusively) intangible nature (Jobber and Ellis-Chadwick, 2016). Whilst the manufacturing or production sector displays something that a customer can touch, hold, feel, taste, the service sector's main point of focus is not the product itself but the value derived from an experience, although a product or physical evidence may be a part of this service. In the production sector, a person producing a product has little need to have direct contact with a customer compared to service personnel who tend to have daily contact with their customers, whether they are workers or managers.

However, grouping service sector businesses together by their tangibility is problematic, not least because whilst some services' outputs are indeed intangible (electricity, internet, the retail experience), the outcomes (powered appliances, news pages and feeds, a product bought in a shop) are very real and very tangible.

A better way may be to look at the characteristics of a service as a whole (using the acronym SHIP meaning simultaneity, heterogeneity, intangibility or perishability), rather than the one aspect, intangibility. Alternatively, Jobber and Ellis-Chadwick (2016) refer to the characteristics as Inseparability, Variability, Intangibility and Perishability. Increasingly, in the digital age, it

could be argued that services on the left of this grid do not display all of the characteristics of services.

Table 2: Examples of Service Sector Businesses categorised by SHIP characteristics.

Aspects are HIP	Aspects are I	Aspects are SHIP	SHIP
Retail – supermarkets, shops	Transport – trains, buses	Cafés	Public Services
	Internet	Restaurants	Armed Forces
	Banks	Holidays	Police Forces
	Media	Education?	Health?
	Utilities – heating, water, lighting	Health?	Not-for-profit
		Media?	

Source: Author's Own

In fact, the way of describing services in this manner is increasingly difficult, perhaps because of the range of ways in which these services are offered. Similarly, the provision of products is no longer simply one-off-transaction based and therefore the provision of anything from an iPhone to a chocolate pudding comes with a surrounding service function.

A better way may be to look at the level of interaction between service provider and customer and the value derived from that interaction, rather than the value of any product or physical good used as part of the interaction.

Table 3: Examples of Service Sector Businesses categorised by the value derived

Value predominantly comes from product	Value comes from interaction and product equally – the service facilitates the enjoyment of any product	Value comes from interaction
Retail – supermarkets, shops	Cafés	Public Services
Transport – trains, buses	Restaurants	Armed Forces
Internet	Holidays (Hotels, Travel, Experiences)	Police Forces
Banks	Education	Charity
Media	Health	
Utilities – heating, water, lighting		
Theatre/Entertainment		

Source: Author's Own

The services on the left do still have a product involved, an end result, although the product in the case of the utilities have a 'right' or 'wrong'. The gas or electricity is supplied or not, the supermarket has the product you want or not. The train or bus runs to timetable or not. Yet the services in the middle are dependent on the person's mood and willingness to participate: how good they feel that day, how hungry they are, how adventurous they are feeling, and what they like or they do not like, and these 'tastes' are built on a background of a large number of psychographic and demographic influences

(Solomon, 2011; Mandelartz, 2012). Finally, the services on the right are arguably not wanted! The consumer/customer does not lead them and the customer does not really want to enter into either a transaction or relationship with these bodies.

Hospitality Management

In the central column, the service exists in order to improve a customer's life. The customer's feelings, the happiness or otherwise produced by the interaction of service provider and service user are in fact the product of this aspect of the service sector, and it is this aspect that is the subject of this research. Thus, this aspect of the service sector can also be described as providing experiences.

This area has been chosen because of the relative lack of literature in the hospitality sector, and the remaining need to examine this area of management (Wood, 2015). An investigation into what has been written specifically about hospitality management shows that there are a limited number of textbooks, but it is a relatively healthy ground for small research projects, with some emphasis on preparing people with education, training and development for hospitality management roles.

The difference between this research and what has gone before is that 'bigger picture' focus, the striving to understand the key perspectives on management in the light of this specific service sector context, the bridge between the two, and whether hospitality managers can learn from the general perspectives.

In this case, hospitality includes hotels and the associated experiences therein. This means that food and beverage, and spa is included, and the managers and employees who participated in this research reflect this range. In terms of literature, there is some good and up to date work on spa management, referenced in the Literature Review, and a limited amount of work specific to hospitality management.

In terms of size, 'The far-reaching hospitality industry has a significant presence in today's global economy.' (Crawford, 2013, P65) and the service sector in the UK continues to make a significant contribution to the economy, and has grown more than the production sector in recent years (although very recently that growth has slowed). The latest reported figures are from 2015. 'In 2015, the approximate gross value added at basic prices (aGVA) of the UK non-financial business economy was estimated to be £1,147.2 billion….The level of aGVA increased by 5.3% (£57.4 billion) in 2015 compared with an increase of 8.4% (£84.9 billion) in 2014; this is a continuation of the growth between 2009 and 2014.' (ONS, 2017). Wood (2015, P21) comments that 'many – particularly industrial 'first world' – countries have sought to develop tourism products and services in order to compensate for the decline of economic wealth derived from extractive and manufacturing industries.'

This continued growth and ascendance, coupled with the relatively small research and publication base makes hospitality a valid subject for this project.

There is also a need to examine management in the hospitality sector due to a recognised gap in skills. The overall aim of this research is after all to give guidance on how to develop effective managers of the future, and this was derived from works such as Iguchi (2012) in which the author highlighted that the 2009 UK Sector Skills Assessment (People 1st, 2009) identified three critical skill needs facing the sector, including managerial skills. In 2010 these were the same, and in the State of the Nation 2011 Report (People 1st, 2012), 'there is a great concern over the skill base of managers… employers are recruiting managers without skills to meet business objectives to compete in a challenging economic climate'. In the State of the Nation 2013 report, the following shows that there are still issues: 'The types of skills that are difficult to recruit can be grouped into three areas: job-specific skills, which include culinary skills for chefs; inter-personal skills or softer skills such as

communication, customer service and team working; and management and leadership skills.' (People 1ˢᵗ, 2013a, P8)

A further reason to look at the hospitality management sector is the comparable lack of paradigmatic work in hospitality management which is considered further in the Methodology section.

The level of the managers to participate was considered. More work has been done on 'top managers' (e.g. Mumford, 1988) than other levels of management, on the basis that if they have reached the top of their organisations, they are seen as successful and might have some lessons or tips to pass on. Having considered the issues of Universality and Specificity in 'No Management is an Island', this research concentrates on the manager who transitioned from specialist to manager in the recent past, and the views of those who could be considered to have a clearer view of the specific and the universal.

Hence, the need to examine the hospitality area is established and valid.

Having established the usefulness and reasoning behind contextualisation of the management concepts and framework to hospitality, and the need to look at managers who have recently transitioned from specialist to manager, there followed a rational and logical approach to targeting a sample. This is elaborated on in the Methodology section, but the key steps were as follows:

1. In order to understand effective management, it was decided to concentrate on hospitality managers and employees in 4* and 5* establishments recognised for their effectiveness by an independent body. This is in keeping with Stierand and Dörfler's (2012) research who interviewed chefs and chose to look at institutions listed in Michelin's Guide Rouge or the Gault Millau restaurant guide as indicators of excellence.

2. As there are a concentrated number of 4* and 5* hotels in London and Nazarian, Atkinsonand Foroudi (2017) commented that London hotels offer a meeting of cultures, and this diversity meant for a more diverse range of answers in terms of research, then London was chosen as the main field for research.

3. As participants needed to be able to comment on management, a purposive sample of managers and employees was taken, however there was no intention to compare and contrast employees' views with managers' views, only to gain a deeper understanding of the key concepts of management involved, so there was no intention to get a matched number of managers and employees.

4. Hotels were contacted through recommendations from colleagues in the Buxton Centre for Contemporary Hospitality, which resulted in 32 interviews, incorporating 8 hotels.

Contribution

Based on a strong rationale for study, and a strong reasoning for the contextualisation of the research to hospitality management, this work resulted in the following original contributions to knowledge:

Theoretical
1. The work identifies three key fundamentals of management, filling a gap in the general management literature:

- This research confirms a theory that management itself is learning and proposes that any disjoint between management practice and theory in training and development is potentially problematic. This is a new idea that has not been articulated in this way previously.

- This research confirms the co-dependency of management, with its surroundings, the team, the customer, the self and the business and this in turn contributes to the theory of management as learning and adds ideas on how managers can learn and develop from the co-

dependent relationship. This shows the drawing together of two strands of the discussion to create an idea of modern management (including training and development) requirements.

- The research clarifies the ongoing universality/specificity debate and finally concludes that specific technical skills are essential for a manager in the hospitality industry. This is a useful conclusion to make, for the purposes of training and development and recruitment.

2. The work provides and updates a historical view of management as linked with society.

Contribution to Knowledge

1. The research is contextualised to hospitality management, which is a contribution to the hospitality management literature.

2. This research is paradigmatic: critical social constructivist, using a phenomenological strategy, and therefore contributes to the paradigmatic branch of hospitality management studies, which has been under-practiced previously (O'Gorman and Gillespie, 2010; Stierand and Dörfler, 2012; Robinson, Solnet, and Breakey, 2014; Ziakas and Boukas, 2014). This research is philosophical both in its methodology and in its overall considerations, seeking to consider management as a combination of action and thought rather than just action, the latter being the natural tendency of <u>applied</u> business and management research (Saunders, Lewis, and Thornhill, 2016).

3. The research also fills a gap in the literature in the absence of definitions of management.

Practical

1. The work results in a unique and up-to-date 'all-round' conceptual model of what a hospitality manager does and thinks in the early 21st century, for application and further testing via action research in hospitality and other sectors.

Introduction

In line with the rationale for this study, the Aim and Objectives are as follows:

Aim

This research creates, through three discussions, a framework for understanding management and makes recommendations for the development of managers in the hospitality industry.

Objectives

1. The research rehearses the difficulty in defining management in contemporary life, and presents the challenges therefore in seeking an 'absolute' when it comes to understanding what makes for good management.
2. The research explores some key discourses: Management as Learning; No Management is an Island (co-dependency) and Management is most often understood by what managers do rather than how they think; in order to create a framework for further investigation.
3. This research updates the definition of management with a critical, contemporary investigation and assessment of what is understood as effective management in the hospitality industry, using the framework established by the three discourses.
4. Finally, based on the discussions of what management is, recommendations are made in order to guide management development.

Structure

The work is organised as follows.

First, the **Literature Review** forms the foundation of thought for the project. Three strands (Management as Learning; No Management is an Island; Doing

and Thinking) stand out in the literature as worthy of further investigation, and they form the direction and the research questions for this study.

The **Methodology** section considers the best way to answer the questions of the research, and concludes that an interpretivist, critical social constructivist stance with a phenomenological research strategy is appropriate to learn from those who are practicing or experiencing management the appropriate way to define and consider it. This section comes to this conclusion after a consideration of the researcher's input to the research process in terms of her ontological and epistemological viewpoints, and debates the possible approaches in line with these viewpoints and the aim and objectives of the research. The strategies of ethnography, case study, grounded theory and phenomenology are discussed in detail in order to provide the justification for the approach taken. In this section, the data collection methods of qualitative interviews are explained and described, as well as the data analysis methods, again to justify the approach taken.

The **Data Analysis and Discussion** section presents the results from the extensive research programme, including the Stage 1 Study, which established input on certain questions, followed by the Stage 2 Study, which deepened the research. The Data Analysis comprises thematic, content analysis and results in a detailed and comprehensive coding and categorisation of all the transcripts, and the building of an 'all round' picture of the 21st century hospitality manager, supported by detailed mind-maps, tables and diagrams.

The **Conclusion and Recommendations** section concludes with recommendations for a philosophical approach to management development to contrast with the pervasive activist management culture, and makes recommendations to extend the research into other areas.

Literature Review

This section explores and assesses the main theories and ideas which form the foundation for this research, and establishes the key areas of discussion.

The content includes:

- An understanding of management as learning, using the history of management theory and the development of the field of management training and development to propose that there is a strong relationship/synthesis to be tested in this research.
- A debate about management and its co-dependency with its surroundings, both individual and organisational as well as an ongoing discussion concerning the importance of universal management skills versus or in relation to the importance of technical skills. This is summed up as 'universality versus specificity' but echoes the interdependence of skills in management, and the continuing difficulty society generally, and as represented by employees, has in seeing management as a separate skill.
- A review of the activities of management and a discussion on the knowledge required to perform these management activities, recognising that the literature has tended to concentrate on the doing rather than the thinking.

Some key research questions are arrived at through the Literature Review:

- In the absence of absolutes and definitions, can we define 'what is this management' in the 21st century using some key concepts established from the literature: management as learning, management's co-dependency and a consideration of management as doing or thinking?
- Does this approach establish a different perspective of management that could be helpful in the development of managers, in a world where managers are often seen or proved ineffective?

- What can the practitioners' or insiders' narrative on management add to the academic narrative on management?

Finally, the three discussions in the Literature Review lead to a choice of methodology that reflects the established research questions.

Management as Learning

Of course, this research did not begin with the proposition that 'management is learning', this was posited because of the Literature Review that began with an attempt to understand management's place in academic study and its place in history and as a result of historical change.

The synthesis of management and learning comes from an awareness that management has grown and that management thought has developed, but more that as management has come into being, and as the school of management theory has developed, this is a reactive and cyclical process building on what has come before and reacting to what worked well, or did not work well. As we see that management thought has developed, thus it is proposed that management itself cannot be separated from management thought and must be a process of learning also. Management is not an absolute. Moreover, if there is no absolute, then it changes as more is found out about its characteristics and application.

In this research, this idea is established through the Literature Review, and then tested, through the primary data collection, with practitioners, to understand their sense of management as an absolute or a changing field.

To make sense of this management as learning process, we can look back in history to see the changes that have taken place, both in management as a branch of knowledge (according to Drucker a recent phenomenon) and in management as a practice or activity (according to Drucker, in existence for 'almost two centuries' (Drucker, 1999, P27) or much longer according to Naylor (2004) and Witzel (2009) who claim that management was used in warfare and, for example, in the building of the pyramids).

But this claiming of management's place in history is problematic according to Naylor (2004) for the very reason that management cannot be 'absolute'. In

this view, management as practiced in Egyptian times is not the same as management practiced now, as the environment (the macro environment encompassing the political, economic, social, technological, legal and environmental structure) was different 'then' compared to 'now'.

Consequently, any understanding of management cannot be compared between the two ages: the macro-environment has affected management, which has in turn reacted to the times.

As discussed above and according to Drucker (1999), Naylor (2004) and Witzel (2009), management has existed for a long time. Management thought and theory came about from the recognition that management was being done, caused by a rise in volume of activity and in profile; Witzel (2009) writes about the discipline of management (as an area of study) as emerging at the end of 19th century, following the Industrial Revolution (1760 – 1840) and with the introduction of larger organisations with more need of organisation/supervision and control. However, management has changed.

The historical foundation of management gives it more solidity as a discipline (WItzel, 2009) but nobody is arguing that management is the same now as two centuries ago.

The difference between the practice of management (argued as having 'ancient' roots), versus the view of management as a theoretical discipline, and something to be studied, (and a relative newcomer) may be a false separation. This Literature Review later looks at doing (practice) versus thinking (management study) and suggests that often management studies have concentrated on the doing rather than the thinking or the practice rather than the theoretical discipline, but the emphasis should perhaps be on a combination of the two.   Another point to make from this would be that the management thought came <u>out</u> of the practice, and that there is a synthesis between management theory and management practice, not least that a

number of theorists again operated not in absolutes but in terms of learning from what was being done by practitioners. This is supported by Witzel (2009) and others (Naylor, 2004; Boddy, 2005; Cole, 2004; Cole and Kelly 2011), who agree that management as a discipline emerged as a process of looking at what was already happening and trying to make sense of it. These studies resulted in conclusions about what worked and what did not work, providing guidance for managers and students, and ideas to be tested, which led in turn to management training and development.   Thus, the link between management as a practice and its theoretical arm, for implementation through training and development is strong. And this suggests a process of practice/application feeding into management thought and constant adaptation in relation to what worked, and, as Naylor (2004) pointed out before, in reaction to the external environment.

Because of, and once management emerged as an area to be studied, thinkers/theorists started to track its nature and its many facets. It is worth stating here that 'Management is an interdisciplinary field' (Naylor, 2004, P21), combining as it does the 'hard' subjects of science, economics and finance with the 'soft' subjects of the humanities and marketing (Macfarlane and Ottewill, 2001, PP8 – 9). Management is therefore an integrative subject, taking parts from, learning from, other areas as relevant. One could argue that the trail of management thought started in the 'hard' subjects, as the relating of management practices/theories and the building of management literature starts with Fayol (a Chairman of a company) and Taylor (an engineer) and the Classical or Scientific Management School (described later in full). The fact of this interdisciplinary nature of management also suggests that management is learning, learning from other disciplines and theories to apply those to its situation and progress.

Over the years, the views of, and approaches to management built, and tracked a picture that moved from managing the machine, to managing the people to get the best out of the machine, to managing all aspects of people

and machines, and possibly managing all aspects differently, according to external and internal influences. The focus has always been predominantly that of the production or manufacturing industry, with recognition of the service sector and any differences in management styles necessitated by the service sector only emerging from the late 1970s/early 80s onwards. This is when Bitner and Booms (1981), for example, recognised the 7Ps extended marketing mix for the service industry. This is discussed in more detail in 'Context'. In fact, if the timeline of management thought is considered, one can see how attitudes to management changed, becoming looser and rather more situational than previously, perhaps recognising the different situations in which managers might find themselves; and we clearly see a path through time that learns from what has gone before.

So far, the approaches to management, and those summarised here, include:

- *Classical/Scientific*
- *Human Relations and Psychology*
- *Management Science*
- *Integrating Perspectives/Systems*
- *Contingency*
- *Learning Organisations*
- *Postmodernism*
- *Triangular Management Approach*

The following sections describe each school or approach and show how these schools' theories contributed to management thought and learned from each other and from their immediate micro (practice) environments. The schools of thought are later reflected in *Table 4* with the PEST factors of the external environment considered alongside them, to show the link between school/theory and the PEST factors of the times, demonstrating both the position of management as learning from its macro-environment and the interdependency of management with society.

Three ideas are considered here: the first is that we learn from what is around us, to define it and offer ideas for practice, to encourage and facilitate learning. The second is that management is a process of learning and that management theory will feed into the next theory, as managers apply their ideas to practice, and learn from that practice to inform the next ideas. Finally, management thinking of a time reflects, in fact is in symbiosis, with the situation of the time, so management is co-dependent with society, and learns from society.

Classical/Scientific Management School
The classical perspective of management came at the end of the nineteenth century, after the industrial revolution, which is of course when Drucker (1999), Witzel (2009) and others recognized that management 'began' as a discipline. The Classical Management approach is characterized by 'scientific management, bureaucracy and administrative principles' (Naylor, 2004, P21) and is more about processes/quantity than people/quality.

Taylor (1911) proposed the idea of 'scientific management' or Taylorism. The idea was that you could analyse what works and by following the same steps and recommending others follow the same steps be successful. His approach involved observation, experimentation and standardisation, the setting of instructions and an emphasis on training people in what could be proved to work. This is summed up by 'What can be understood can be taught '(Witzel, 2009, P22) again supporting the concept of management as learning. This approach is mechanical and does not refer to human beings other than as resources. Motivation was seen quite simply, with the belief that staff are motivated by pay and therefore that payment by results would be the way to maximise output. This was the forerunner of Gilbreth's (1914) time and motion study.

Taylorism is a counter argument to the school of thought that management is 'natural', 'comes naturally' (is innate) and that, by default, for those for who management does not come naturally, they should not be allowed to be managers. Instead, Taylor (1911) saw management as a system, a process, a process made up of a set of steps that can be understood by breaking them apart and then getting someone else to follow these steps to success. Here we see the principles of management theory as learning from practice and management as learning coming out very strongly. However, this scientific and mechanistic approach runs the risk of ignoring the human beings that some would argue are at the heart of management (see the 'Human Relations and Psychology School').

Taylor was an engineer, and his approach could certainly have been influenced by his background and viewpoint of the world. Cole (2004) saw the Scientific Management School as subjective as it was formed by 'practising managers' such as Taylor and Fayol (Cole, 2004, P3). The Tayloristic approach also supports the idea of the emic researcher, debated in the Methodology section of this research.

Fayol (1949) agreed with the Scientific Management School of thought and described the abilities of management in a mechanistic way without explicit reference to human beings. Activities of management were about forecasting and planning, organising and controlling (Naylor, 2004). Fayol also believed in the universality of management (to be discussed in 'No Management is an Island'). The management cycle of formulation (forecasting and planning), implementation (organising) and evaluation (controlling) is oft quoted (Johnson et al., 2017; Lynch, 2015; Coulter; 2013) and shows significant similarity with Kolb's Learning Cycle (Kolb, 1984) (the assumption being that the evaluation is fed back to the beginning of the cycle).
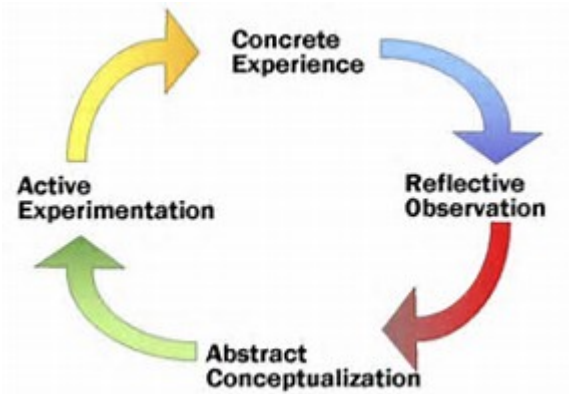
Figure 1: Kolb's Learning Cycle (Kolb, 1984, with image from Science Education Resource Centre at Carleton College, 2016)

This also supports the idea of management, and the steps that a manager follows, as being intrinsically a learning process.

This mechanistic view was added to by Weber (1919) who likened an organization to a machine and sought to find the best ways to run it smoothly. This was the bureaucratic view, with a set of steps and procedures for everything (Naylor, 2004) and a hierarchical structure with a clear and accepted structure for command and control. Cole and Kelly (2011, P119) described this approach as considering 'efficiency before ethics'.

Human Relations and Psychology School
Follett (1924) advocated systematic record keeping (the bureaucratic approach), but 'criticised the inhumanity of hierarchical structures' (Naylor, 2004, P28). She therefore criticized the Classical/Scientific Management School of thought and it could be argued that the Human Relations and Psychology School reacted to or learned from the Classical Management School to provide a perspective that reacted more appropriately to its times (see *Table 4* and 'No Management is an Island' for the link of management to society). The development of this school of thought therefore shows a progression from, or learning from the Classical/Scientific Management

School of thought as well as learning from the changes in society that had occurred at the time, so the acquisition and modification of knowledge suitable to the time.

The 1920s saw an increased attention to 'humanity', which had previously been relegated to below 'efficiency'. The rise of the Trade Unions, philanthropic employers such as Rowntree and his industrial humanism, and the Hawthorne Studies (Mayo, 1933) put the spotlight on the importance and behaviour of employees and saw that encouragement of employees and their involvement and participation in the management process were advantageous to productivity.

The Hawthorne experiments also showed the power of work groups to set standards and norms and how readily fellow workers, in contrast with norms/standards set by the management, accepted these. This was a challenge to the controlling approach of the Classical Management School.

Maslow's (1954) Hierarchy of Needs in the 1950s and McGregor's (1960) Theory X/Theory Y management style theory showed that there was a view that employees should and did have something to contribute and that steps should be taken to maximize this contribution.

Cole's (2004, P3) view of the Human Relations and Psychology School was that it was led by 'social scientists' including Mayo (1933) (the Hawthorne experiments) and McGregor (1960). This was therefore objective, as opposed to the subjective view of the Classic Management School, based on the observations of practising managers/management consultants who observed/viewed/experienced and invariably put their own interpretation on things (Cole, 2004, P3).

Whilst this observation of subjectivity and objectivity is not value laden when written about by Cole (2004), one might take a moment to wonder whether the

insider/outsider perspective is more appropriate when studying management, in order to best understand its many aspects. This concept is debated later in this work, in 'Methodology'.

And the methodology for this research has been formulated from the ontological viewpoint that those doing the activity will be best able to comment on that activity, and the epistemological viewpoint that the way to build knowledge on a subject is to ask those who are part of the subject to comment. This is very much an insider or subjective viewpoint, which would suggest that the researcher in this case is more akin to the Classical Management School than perhaps others, at least from an ontological and epistemological viewpoint. An interesting question, again for the Methodology section, would be whether immersion in a subject area in fact blinds one to other points of view. The culture of an organisation (see 'No Management is an Island' for a discussion on the link of management to culture, organisational culture and societal culture) may mean that an employee/manager becomes institutionalised. Alternatively, the culture of an organisation may mean that an employee/manager becomes a renegade! This does reflect on the discussion about learning and whether sufficient time is given to learning from the outside rather than history (see 'Management as Learning: Training and Development'), and links with the discussion about the learning manager and 'Learning Organisations'. It also asks a question about management as learning in terms of the nature of the development of thought. Can an objectivist viewpoint show accurately the learning of the manager, the development of thought and practice? Alternatively, if management is in fact learning and there is no separation, must one live in the manager's skin to be able to understand fully the process of management. If the ability to learn is the innate practice, and learning is management, can outsiders possibly comment on the psychological, cognitive process (arguably they can by seeing the resulting behaviours, which ties in with the section on assessing management by what managers do and how they behave).

Likert's 'Michigan Studies' (1961) found that 'high-producing' managers (those who achieve high productivity but at lowest costs) tended to recognise 'the aspirations of employees, by encouraging participative approaches' (Cole, 2004, P39). This also echoes the Human Relations and Psychology School of management thought and the Hawthorne experiments, with the emphasis on employee as human being, with recognition of the part they should and can play in the business. Likert (1961) drew up styles of management as Exploitative-authoritative, Benevolent-authoritative, Consultative, and Participative-group, again echoing McGregor's (1960) theories of the spectrum of management from Theory X (authoritative) to Theory Y (participative and respectful). This was quite a shift from the Classical/Scientific Management School where the motivation was seen to be pay, to a school of thought where a worker could expect to be encouraged and supported, and feel important. However this was not to be done out of any altruistic passion for making employees feel better, but was found to increase performance rates.

Argyris' Immaturity-Maturity Theory (1960, cited by Cole, 2004, P40) again proposed that poor performance resulted from staff being treated like children and that the classic, authoritative management would belittle staff and encouraging and expecting immature behaviour would lead to poor performance. The message was to seek self-actualisation for staff. McClelland (1965) and his achievement theory, with the need for achievement, power and affiliation as a key human motivation for high performance (Cole, 2004, P41) supported this.

Motivation Theories were significant in the 50s and 60s. With Content Theories from Maslow (1954), Herzberg, Mausner and Snyderman (1957), Likert (1961), Argyris (1960) and McClelland (1965) and Process Theories from Vroom (Expectancy Theory) (1964), Adams (Equity Theory) (1965), Locke – (Goal Theory) (1967) and Attribution, Reinforcement Theories and Theory Z (Cole, 2004, PP42 – 51) the 50s and 60s were a breeding ground

for theories that looked at the human factor in the management relationship. Here there is a clear link to the Human Relations and Psychology Management School of thought. The theories looked at individual motivations to create some norms that could be used in management training and development, encouraging managers to look at the aspects of motivation that would encourage their employees to achieve. This research follows a similar approach, recognising individuality in the collection of data but establishing a set of norms that can be used to guide future developments.

The debate about management as learning reaches new heights. Not only are managers learning as part of and key to the management process, but they are learning from those who have observed and commented on the management process, so they learn theory and try to apply it (a key part of the business school or management school process). Multi-layered learning is taking place. However, here the learning must surely 'suit' the environment and the organisation that the manager is operating in, raising the link/co-dependency discussed in 'No Management is an Island'.

Management Science School
As can be seen by this historical journey through management schools of thought, one did not necessarily stop before another started. Rather, the thinkers and theorists at various times were considering the most appropriate way to make things better, to achieve higher standards. Whether the political and social events of the periods in which the theorist lived were a cause of these particular theories cannot be proved, but it is interesting to see, as with many things in life, that one school could have developed in response to the negative effects of another school. Thus, the Human Relations and Psychology School could have developed as a response to the strictures and inhumanity of the Classical/Scientific Management School. The Human Relations and Psychology School of thought developed in the two post-war eras of the 20s and 50s and 60s where more value was placed on human life, and there was the will to look at individuals and their motivations.

Could the Management Science School have been, in turn, a reaction to this freer more personal and personality driven set of theories as it tried to exert natural science principles, and natural scientists' approach to management? Thus, the management schools of theory learn from one another.

The Management Science School was interested in logistics and operations, 'the expression of a problem in mathematical terms, the manipulation of the data to produce a result and the translation of the result back into management practice' (Naylor, 2004, P32). This has echoes of the Classical/Scientific Management School, and an emphasis on production and quantity versus attitudes and behaviour. The Management Science School of thought again, as with Classical/Scientific Management, seeks to exert control over the systems (and presumably the people).

Systems School
The Systems School and Contingency Theories grew in the 50s and 60s. The Systems School looked at integration and integrating different perspectives, looking at commonalities between different disciplines/workplaces in order to 'search for a general systems theory' (von Bertalanffy, 1950). However, 'despite much effort and some success, notably in work on complexity and control, the goal of an overarching model to describe patterns in different fields has not been reached.' (Naylor, 2004, P33). This is further discussed and debated in 'No Management is an Island: Universality versus Specificity'.

The Systems School is surely a continuation of the Classical/Scientific Management School, with a belief in the process rather than the subject or the people. Interest is in the system, the whole, rather than in the small parts that make up the system (although work was done on systems and sub-systems, the concentration was on the contribution of the small systems to the overall whole), with little interest in the person. However, the other side to this argument is that, despite the systems perspective, which admittedly does not focus primarily on the human relationships, there could also be a view that the

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people were a key part of the systems and that they had an important role, not least in ensuring the sustainability of the systems. In fact, Boddy (2005) comments 'This (Trist and Bamforth in the 50s) and similar studies in many different countries showed the benefits of seeing a work system as a combination of a material technology (tools, machinery, techniques) and a social organisation (people, relationships, constitutional arrangements).' (Boddy, 2005, P61). The emphasis was on balance and harmonisation of the two sets of resources.

The Open Systems view was aware of the need to interact with the external 'system', so was more aware of external environments, as was the Contingency view, discussed in the following section.

Contingency View
Contingency theorists, including Woodward (1958), Burns and Stalker (1961), Lawrence and Lorsch (1967) recognised 'the tension between the universal and the particular' (Naylor, 2004, P37) and saw the need to consider the environment, and the competing demands of stakeholders (Cole, 2004, P3). As with the Human Relations and Psychology School, Cole (2004) considered the Contingency View as the product of an objective viewpoint supplied by social scientists.

The tying in of management with external and internal demands was a forerunner of the 'Learning Organisations' school of thought, and a move towards the more pragmatic view of 'Postmodernism'. It is also a useful theory to consider again in the 'No Management is an Island' debate because of its approach that clearly says that management does not exist without the situation in which something or someone needs to be managed. There is a symbiosis between manager, management situation, person to be managed and the organization. Again, the clear and necessary relationship of learning from the external environment, as rehearsed in previous points, and portrayed in *Table 4* is emphasised here. As a manager cannot be an island, the

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expectation of them learning from their place in relation to others and to the business environment is emphasised.

Learning Organisations

It could be argued that the Learning Organisations school of thought started to look more externally than the previous schools of thought but it did build on (or learn from) previous theories. Stewart (1994) recognised that management jobs are affected by demands, constraints, choices (Cole, 2004, P7) and the idea of the learning organisation could follow on from the idea of the Contingency View, in that managers need to be responsive to the demands, constraints and choices that are imposed, and these can be both internal and external.

The Learning Organisations theory of management clearly recognised the potentially damaging effect of change. 'In the face of change, organisations must experiment with new ways of managing that respond more adequately to the demands of today's environment.' (Cole and Kelly, 2011, P119). Instead of skills and knowledge, or perhaps as well as skills and knowledge, it was recognised that a manager needed to keep a weather eye on what was going on around them and outside of the organisation, and adapt/learn from change.

Learning Organisations theory assumes the participation of a Learning Manager or Learning Managers. As the learning organisation should experience, learn, experiment, and adapt, so a manager learns from experience. Thus the claim 'Management is Learning', gains more support. However, Mumford (1988, P36) argues that 'the manager's prime concern is with the process of managing and …learning will be a subsidiary purpose. A manager wants to be effective; he does not want to be a learner. He may accept being a learner for some of the time, for some processes, in order to become effective.'

However, it can be argued that the theory of Learning Organisations and therefore Learning Managers is inevitable, and that being a Learning Manager is not a matter of choice. In fact, things have changed since the 1980s when managers might have rebelled against learning (see the discussion later in 'Management as Learning: Training and Development'). Modern managers face a number of new issues 'that their historical counterparts did not. These issues include a concern about the competitive decline of Western firms, the accelerating pace of technological change, the sophistication of customers, and an increasing emphasis on globalisation' (Certo and Certo, 2013, P67) and consequently learning in terms of keeping abreast of change and knowing about the internal and external impacts on an organisation are essential. If there is to be a learning organisation, and learning managers lead this, then there is an expectation of managers that they will 'create an environment conducive to learning and encourage the exchange of information among all organisation members' (Certo and Certo, 2013, P68). Learning could be the acquisition of knowledge, learning from experience and from an exchange of learning (Certo and Certo, 2013).

Senge considered there to be five features of the Learning Organisation: 'Systems thinking; Shared vision; Challenging of mental models; Team learning; Personal mastery' (Senge, 1990). Whilst we have seen systems thinking before, and commented on its potential lack of humanity, the emphasis on systems thinking for the learning organisation was that every member of an organisation should understand their own job and how jobs fit together. The other features expect that those involved in the organisation should have a common view of what they are trying to achieve (Shared vision), always seek to look at and improve the way business is done (Challenging of mental models), work together on those improvements (Team learning) but also find an individual deep and rich understanding of work . Change and uncertainty, as referred to be Certo and Certo (2013) was also a big feature of the learning organisation, implying that the ability to recognise and manage change is a key requirement of manager.

This theory of the 'learning organisation' feels like a misnomer. Is the responsibility that of the organisation, or of management? If it is not the responsibility of the management, then who will take responsibility? Is the nature of a manager in a modern, learning organisation that of the person who will take responsibility for the organisation, and for learning as part of that organisation and in order to reach 'personal mastery', in order to contribute individually to the future of the organisation? The learning organisation concept is wide and covers the culture of the organisation rather than concentrating on the individual, his or her skills or his or her sphere of influence in a narrow area. The implication is that managers work with employees and with each other (surely) to influence the wider organisation. Again, the principle of manager as learner, and key to the organisation's development is emphasised here.

Triangular Management Approach

The Triangular Management Approach argues that modern management can be seen as combining the different schools of management, the scientific and mechanistic and the humane, or the process-driven and the people driven (or the three difference management approaches of classical, behavioural, management science). The modern manager is a person who can balance the various approaches to be effective. This echoes the idea of situational leadership or the Contingency View. Certo and Certo (2013) discuss the triangular management approach as a combination approach to understand a management system, the main parts of which are 'organisational input (resources), organisational process (production), and organisational output (finished goods).' (Certo and Certo, 2013, P66). Note the emphasis on production, and bearing in mind the service sector focus of this research, one must always ask whether theories based on goods production apply to the service sector and the particular area of the service sector where relationships are at the heart of the business objectives, as opposed to transactions. However, an important message in the Triangular Management Approach is that all past historical input has a role in management understanding now,

which would support Horn (1981), and would support the concept of management as learning.

The balanced approach, or the pragmatic use of whatever skills and practices are appropriate for any situation, echoes the Situational Leadership (Contingency View) theory of Hersey and Blanchard (1976). Boddy (2005) recognises the complexity of modern organisations and the fact that company values, the macro environment and the customer all contribute to the demands on a manager, and therefore a management approach that takes all of the previous studies into consideration and effectively asks managers to do whatever is right for the situation is probably the most effective.

This also echoes the 'Postmodernism' approach which supports the view that there are no absolutes with regards to management. This mirrors the continued acceptance of the 'contested' nature of management (Talbot, 1997, cited in Dalton, 2010) and the lack of definition of management (Wood, 2015), which is why this discussion started, and how the proposition that there is no absolute in management, as it is a process of constant learning, has come from.

Postmodernism
'Advocates of post-modernism are likely to reject rational approaches and question the possibility of any kind of complete and coherent theory of management.' (Cole and Kelly, 2011, P118). This school of thought recognises the difficulty in defining management, which is echoed elsewhere, and it recognises the impact of change that is also recognised by the Contingency View and the Learning Organisations theorists. The postmodernist viewpoint would recognise the key impacts of globalisation, internationalisation, multiculturalism and technology and in the light of these suggest that one theory cannot possibly respond to all of these. However, through the dismissal of a 'rational approach' this school does suggest at least that a manager needs to be flexible and adaptable, and in turn this suggests a

wider view, of what is going on inside and outside the organisation, and, it can be argued, an emphasis on always learning. The dismissal of rationality also suggests a more instinctive, guttural response could be accepted as part of management. This may reflect a) the importance of innate management skill and b) a recognition that management is potentially a philosophy or at least a philosophical argument or approach that is bigger and more encompassing than what can be seen, as management defined by tasks or activities, the doing rather than the thinking (see 'Doing and Thinking').

Modern Day

Having considered the above, one might ask what the key management theories are as this research project ends in 2017/18. Emphasis seems to have shifted away from a clear management theory and towards an emphasis on leadership through uncertainty (Management Today, 2016; Flett, 2017), and therefore a management approach that combines the various schools of thought in a postmodernist or pragmatic point of view.

Two different discussions about management as learning have emerged. One is an historical view of management as learning (studies of management through the ages have built a picture of management today) and the other is the view of management as learning through application of theory to practice and vice versa (the development or learning of management came from observing and testing what was done in the workplace). Both ostensibly support the synthesis of management as learning but there are further arguments to be considered.

One might argue, as did Naylor (2004), that too much attention to the past, and learning from the past, when society was different, could be problematic. How much can we learn from the products of different times? However, this is a contrast to the view that it might be valid to learn from past times which Macfarlane and Ottewill (2001, P36) purport when they support Horn (1981), saying 'a purely a-historical approach is to be eschewed. As Horn (1981) and

others have argued, the historical dimension should not be ignored since there is much that can be learnt from the experiences of the past.'

Is 'Management as Learning' a faulty premise if what has been learned before, from what has been done before, is now faulty? Mumford (1988, P180) describes how Argyris (1960) 'identifies the process other people have called 'unlearning'. Managers are sometimes even more reluctant to surrender what they have learned in the past, to recognise that it no longer fits the present, than they are to take aboard new learning'. However, this is not an argument against management as learning, but rather an argument that one must be critical of experiences in order to draw out the appropriate learning for the time. This criticality could therefore be a key skill that managers need in order to be good learners (see 'Management as Learning: Training and Development' for how managers learn and the obstacles to learning).

Management as learning, in terms of ideas emerging from practice and in turn an application of ideas learned from practice to try out in other environments, supports a view that management cannot be only theoretical, that it must be applied by its very nature. How can we learn about management unless we look at the practice of management, how can we learn what works unless we try it?. This link again argues with a separation of the practice from the theoretical study. Indeed, Drucker felt that management was a synthesis: 'Management is a practice rather than a science of a profession, though containing elements of both.' (Drucker, 1999, P24). This idea of practice to create theory for application is supported by Kolb's (1984) Theory of Learning and the cycle (see Figure 1) through Concrete Experience, Reflective Observation, Abstract Conceptualisation and Active Experimentation (a theory used by Juch (1983) when he considered how managers learn). The combination of theory and practice is also supported by Lyons (2009): 'Learning involves the interplay between two interdependent dimensions of

knowledge: acquisition and transformation (how to get information and what to do with it).' (Lyons, 2009, P347).

Management as Learning: Training and Development

Without explicitly supporting an immutable connection of management as learning, management training and development has emerged as a field of significant activity and study in itself, making the connection between learning (although the interchangeable use of training, development, learning and education is much debated) and management. The curious aspect of considering this subject is still this separation of practice from training and development, with a majority of modes of training and development taking place outside the management experience although those that are favoured by managers themselves seem to be internal (Juch, 1983; Mumford, 1988; McDowall and Saunders, 2010; Concrete Products, 2013).

In fact, perhaps the original management schools did not separate the two. Witzel (2009) claims that there was management training and were management schools in history (apprentices who worked their way round and up the company, and 'scuole d'abaco' in Venice and Florence in Italy at the end of 13th century). Thus, work and learning are linked and the link between managers and the need to learn has been recognised from an early age. The explicit attention to management 'learning' continued, with the first 'business school' (the East India Staff College at Hayleybury in Bedfordshire) set up in 1805 (Witzel, 2009).

In order to test, qualify and detail the discussion of management as learning, the following section looks at the development of management training and development, and the challenges in getting managers to learn (which suggests either a lack of a link or a lack of 'good' managers if learning should be intrinsic) and the challenges in deciding how to learn.

Whilst Witzel (2009) claims the longevity of management training and development, what we know as management training and development is new and this is supported by Casson (1931, PP222 – 23 cited in Witzel, 2009, P19), a management consultant who carried out a study of businesses:

> 'Managers had never studied management. Employers had never studied employership. Sales managers had never studied the art of influencing public opinion. There were even financiers who had never studied finance. On all hands I found guess-work and muddling … A mass of incorrect operations was standardized into a routine. Stokers did not know how to stoke. Factory workers did not know how to operate their machines. Foremen did not know how to handle their men. Managing directors did not know the principles of organization. Very few had LEARNED how to do what they were doing.'

Mumford (1988, P94) refers to Mant's claim (made in 1977) that 'The term 'management development' (has) existed in the United Kingdom only since 1951. While a few commercial and industrial organisations will have been carrying out some of the processes identified … for longer than that, organised management development in most of the organisations we visited was of much shorter life. Even some of the largest organisations had been taking a structured view of management development for only around five years.' (Note that this work was done in the seventies, thus dating organised management development as coming to notice in the early 70s).

Compared to Casson's 1930s, and the 70s and 80s update above, 'the last quarter of the twentieth century saw an explosive rise in the number of business schools all over the world.' (Witzel, 2009, P27) and Dalton (2010) agrees: 'MD (Management Development)…is becoming a major growth industry. About thirty years ago there were perhaps just half a dozen business schools in Britain; now there are more than a hundred.' (Dalton, 2010, P2).

So, whilst, through the examination of the development of management theory through the ages comes a proposal of management as learning from the micro, the macro, the practice and the theory, we have to ask two questions. Can management be learning if management existed with no learning taking place (Casson, 1931) and is management training and development required if society existed for such a long time without it? As we know, management emerged as a field of study when it started to be practiced. People were practicing management before it felt necessary to learn about it. What was the requirement to learn about it? But Casson (1931) did recognise that the businesses he was observing in the 1930s were 'muddling' along and using 'incorrect' operations. So whether or not management was recognised or able to be learned, something needed to be done to make things work better, and that is the accepted worth of both management and training and development: to improve the standard. As Drucker (1999) argued, training and development is only required to make the management of organisations better, to make organisations more likely to meet their objectives and therefore maintain their positions as profitable organisations. Ellinger et al. (2002 cited in Lyons, 2008, P473) agrees that 'research indicates that organizations with continual efforts toward employee training fare better financially as compared to organizations that are not as focused on continuous improvement of employee skills and knowledge'. Further, 'It (training) contributes to an organization's ability to achieve its goals by ensuring that its workforce has the knowledge and skills needed both currently and in the future (Selden, 2005 cited in Krishnaveni and Sripirabaa, 2008, P124).' In addition, 'training gives organizations access to resources that will allow them to compete successfully in a changing environment, and to plan for and accomplish set goals.' (Shenge, 2014). The number of authors and organisations who state or imply that training and development is critical is too many to count, but includes Slover (2008), Moore (2009), Ice (2009), Pineda (2010), Salopek (2011), Johnson (2011), D'Angelo Fisher (2013), People 1st (2009; 2012; 2013a; 2013b).

So could it be that as management has developed, growing bigger as organisations grow bigger, and as society and the external environment changes, and learning from itself over time, the need to learn has developed? Management is therefore progressive, not absolute again. It is not sufficient to refer to 'management' as a whole, but necessary to analyse and apply, judge and amend. In addition, learning here is recognised as improvement, the acquisition of skills and knowledge to improve business and organisations.

However, we do not appear to be learning and improving. Witzel recognised when writing in 2009 that 'the business world is undergoing its second major crisis in less than ten years. Twice we have seen explosive growth followed by crashes, which have destroyed some companies and wiped billions off the value of others. Despite all the increases in competency and skill, there are questions as to whether professional management is delivering on its promises' (Witzel, 2009, P27). Witzel recognises increases in competency and skill, but little increase in the success that is supposed to follow on from training and development. Could it be that the separation of the two (practice and training and development) in accepted thought, has removed the link/the relevance, and that a recognition of management itself as learning, the necessity to learn whilst being a manager and learning as embedded in management, needs to be reinforced?

This crisis in training and development is reflected in the Professional Manager (2012, P10): 'Only strategic spending on management development can alleviate the severe problem of nearly half of UK line managers being deemed ineffective…. Although there is a strong correlation between organisations with good management and business success, there is a worrying mismatch between businesses' choices of management and leadership development (MLD) and that which is actually deemed worthwhile by those who have undertaken it…Business' responses to the competency crisis have been haphazard. Many firms continue to invest in forms of MLD that are deemed relatively ineffective by those who have undertaken them.'

The training of business executives is discussed and 'practitioners are reported as not providing the necessary depth of rigor and analysis in their deliverables, academics are characterized as being divorced from reality' (Bartunek, 2007 cited in Lockhart, McKee and Donnelly, 2017). Dalton (2010, P2) supports this debate: '…the startling point about all this activity (in Management Development) is that there is no certainty that any of it works…' (Dalton, 2010, P2).

In the midst of this discussion is the question of whether <u>effective</u> managers need to <u>learn</u> anything and this is a direct contrast to the management as learning proposition:

> 'Elbourne (1914) and the accountant Lawrence Dicksee advocated professional training for managers, although there was resistance to this. It was felt that the present system of gentleman apprentices was sufficient, and there was also a widespread – though by no means universal – view that good managers were 'born, not made', that is, that the ability to manage was something innate and could not be imparted by training' (Witzel, 2009, P21).

This view is reflected in Mumford's (1988) study of 'top' managers which related that often managers themselves did not put their success down to '…learning and development, as specialists in management development might hope' (Mumford, 1988, P7).

The view that management is innate, that it cannot be learned, would argue both against the view that management is learning in terms of how the practice developed over time, but it would also argue that, from an individual point of view, business failures as detailed by Witzel (2009) are due to a lack of managers with innate skills.

However, Drucker supports the view that managers can be made (mostly). He said: 'What a manager has to be able to do can be learned.' (Drucker,

1999, P23). He also said that 'the days of the 'intuitive manager are numbered' (Drucker, 1999, P24). Similarly, Dalton is confident that 'Although old attitudes die hard, there is now a broad consensus that managers are neither born nor made but 'grow' themselves if the organisation provides a nurturing climate' (Dalton, 2010, P1).

In fact, whilst Mumford's managers (1988) did not put their successes down to learning and development, their successes were seen as having been obtained from learning to do the job well by doing the job. This does not necessarily say that these managers had 'innate' abilities, but does support a view that managers need to be willing to learn as well as arguing in favour of the nurturing environment (Dalton, 2010). However, it does argue against the value of external intervention, and this is where the question of a developed disjoint between management as practice and management training and development leads the author to propose the promotion of the idea of management as learning in itself.

Managers' reluctance to learn from outside has been evidenced in many works. They tend to favour getting on with the job and learning from peers, colleagues and networking. Could it be that the managers themselves recognise that management itself is learning? The ability to learn and learning may be innate in a good manager, and that in fact learning is so natural as to not need to be highlighted or separated from the 'main job'. 'When managers are asked to rank the sources of managerial learning, 'Doing the job' invariably comes on top' (Juch, 1983, P32). Managers want to work on 'real management problems. ', learning on the job and from the job (Mumford, 1988). McDowall and Saunders (2010, PP609-610) agree that 'on the job training (is) being considered more effective', and '…the best employee training and managerial development takes place on the job and in the office' (Concrete Products, 2013, P8). '…Managers seemingly learn a tremendous amount from each other, often in the informal exchanges at least as much as in the structured small group gatherings, and often a great deal

more than they learn in formal main group sessions.' (Mumford, 1988, P80). 'Course attenders constantly say that they learn more from interaction with others on the course than they do from formal sessions.' (Mumford, 1988, P191).

However, Mumford concluded that work had to be done prior to and during the learning opportunity to identify what was being learned and what could be learned from the opportunity. '…learning from experience was often insufficient and sometimes positively harmful in teaching the wrong lessons.' (Mumford, 1988, P101). This echoes the point made earlier, the faulty premise of learning from something that is now wrong (Mumford, 1988 on Argyris, 1960). Therefore, the reliance on management as learning needs self-awareness, reflection and thinking skills to be able to get the most from an experience, especially if analysing what went wrong (here are the innate skills, not of management as an absolute, but for learning from management). Patel (2014, P20) questions 'do they (interactions with senior/other staff) provide the direction, support or feedback that frontline leaders need when transitioning? Apparently not enough.'

Can management be learning if managers are not willing to learn, or are those managers bad? This idea of willingness to learn is a key question. Juch (1983, P75) says that there is an influence of 'heart and guts' on development. This suggests that, even if the capability to be a manager is not necessarily inborn, the capability to develop as a manager, and to learn, may be part of someone's instinct/nature, his or her 'inborn faculties' (Juch, 1983, P77).

Drucker said that not everything could be learned: '(there is) one qualification the manager cannot acquire but must bring to the task. It is not genius: it is character.' (Drucker, 1999, P23).

Do managers have these innate capabilities? Mumford refers to Kempner (1983-4) and his criticism of the 'British anti-intellectual tradition which devalues education and training…' (Mumford, 1988, P71) and to Professor Sir James Ball who recognised '…the typical British attitude of being unwilling to acknowledge the importance of intellectual ability in the conduct of practical affairs.' (Ball, 1983, cited in Mumford, 1988, P71). Juch (1983, P43) refers again to managers who are defensive or dismissive of learning (talking about the 'skin' barrier to learning). Mumford (1988, PP50-51) talks about reading to learn, and notes that managers do not seem to do much of it, probably to do with time, but also says that managers may fear being seen as intellectual. He also notes that if people read, they appear to do so 'secretly' so do not discuss with others. Abdullah (2009, P20) raises the point about employees 'embedded pessimistic attitudes towards training.' However, it may not just be about pessimism or attitude. As discussed in 'No Management is an Island', the fact that often managers are doing more than one job, means that often people do not feel they have the time to train. Boe (2010) echoes Aramo-Immonen, Koskinen, and Porkka (2011) in recognising that people do not often feel they have the time to take training sessions. GWS concurs 'It is challenging to balance the need for significant training to address skills gaps with the limited time and resources of spa managers/directors for professional development.' (Global Spa & Wellness Summit, 2012, Pvi). Ali and Magalhaes' (2008) study of barriers to learning in Kuwait recognizes two barriers also common to Western countries (technology and workload and lack of time). Alternatively, maybe managers recognise that training and development is not relevant to their learning. Ice (2009) points out that training and development may simply be good for employees and their retention (training and development suggests an investment of time and money in an employee, potentially makes them feel good), and of course enables them to learn to do tasks, but is it relevant for effective management?

Echoing many points above, a manager needs the capability, capacity and willingness to learn. Juch (1983, P3) discusses this as desire and

cooperation. If someone does not want to learn to learn and is not accepting of learning opportunities, then their role will be limited. Juch (1983) further discusses what characteristics are needed to learn: 'self-awareness, initiative, self-direction, and self-control' (Juch, 1983, P4) so one might argue that rather than management or leadership skills being innate, the innate skills required are these. Can these be learned?

It remains that there is a debate about the value of training and development, and willingness to learn amongst managers, which is at the least ironic if the idea of management as learning is upheld. However, the debate about the value of training and development does not argue with the concept of management as learning, simply asks how managers can and should learn. A recent trawl of the literature found the use of 24 different types of learning experience, from the traditional classroom approach to networking to webinars (and of course a combination of various different modes). Bashir, Khan, and Fournier-Bonilla (2016) sum it up well: 'the 21st century has changed in the way knowledge is delivered. The ubiquity of the internet and the way current workforces operate globally has introduced learning environments that go from conventional classroom teaching to distant learning, virtual classrooms..'.

The most favourable comments were about learning on the job or from peers (see above) so again, the disjoint between offered training and development (external) and the learning drive (internal) may be a factor in the debate about training and development value. In fact, the focus may need to be on preparing a manager to learn, in terms of changing their viewpoint, rather than on agonizing over the different types and modes of learning experience. Sambrook and Willmott (2014) may support this view as they highlighted the difficulty in not reducing human resource development to 'a set of tools and techniques used to identify and manage aspects of the 'human resource' targeted for 'development'' (Sambrook and Willmott, 2014, P39).

The impact of attitudinal approach is supported by Kolb (cited in Juch, 1983, P16): 'To be effective a learner must be able to involve himself in new concrete experiences (CE); he must be able to observe and reflect on those experiences from many perspectives (RO); he should be able to create abstract concepts (AC) that integrate his observations into logically sound theories; application of ideas requires active experimentation (AE). All four abilities are considered essential'. Thus, the emphasis on involvement, experience and reflection, as opposed to measured training exercises and Juch (1983) concluded in his detailed research project that 'Learning to Learn' (Juch, 1983, Pxi) is fundamental to an effective, lifelong learning experience.

Thus, we promote the need of learning to think in a certain way. The research is beginning to suggest that despite this emphasis on a more philosophical approach/thinking and reflection to learning, we may have been caught up in a process of training and development that does not in fact reflect that need.

In conclusion, the field of management development and learning to be a good manager is still an area of contention 'Lack of understanding of what makes a good manager means that developers are particularly 'at risk' of designing development programmes for qualities which they do not fully understand. If the diagnosis is flawed then it is little wonder that MD programmes are often challenged to demonstrate real improvement in performance and are found lacking. Mangham was writing in the late 1980s, but the provocative issues he raises [vague descriptors of management capability and little professional consensus on management behaviours] have not been resolved…There is a need for much deeper ethnographic research into the management process at the policy levels of the organisation to describe the behaviours involved.' (Dalton, 2010, P28).

This Literature Review would argue that the concentration on external training and development activities will be null and void if the recognition of Management as Learning is avoided. Whilst not ethnographic (as Dalton

(2010) recommended), this phenomenological research seeks to consider if management is learning, and therefore how practitioners, who are able to comment on their learning process, seek to manage and maintain their management skills.

This section on Management as Learning has presented the various schools of thought and shown that management as a discipline emerged as a process of looking at what was already happening and trying to make sense of it: that management is learning. Management emerged as an interactive learning process between practice and theory, the two learning from each other, and management developed an offshoot of training and development activities, but these remain disjointed and criticised, arguably because they are disjointed from the core of management, and rely on a willingness to learn that is debatable within the management population. Management as a concept learns from itself. Are human beings able to learn from themselves?

Thus, the first theme of discussion, of management as learning is established for further investigation through this research, which will be tested in the primary data collection.

Of course research in itself is learning, and in line with the idea that one can learn from history as well as with a view to the current and the future, this Literature Review uses some key texts and management thinkers' views from the last 50/60 years, as a basis for the primary research which was carried out over 2016 and 2017. This wide view time-wise both supports the positioning of all management thought very much in a historical timeline as well as recognising its currency. There is also a truth in that issues that were topical from the 70s and 80s are still questions now, supported as they are by authors that are more recent. We have clearly either missed something in that we are still recycling the same questions, or we are still learning.

No Management is an Island: Co-dependency or Management's Place in the World

This section will further develop ideas on what management is, and reinforce the lack of absolutes by considering the many stratifications of management (activity, individual, responsibility, discipline) and by looking at the environment or worldview in which management operates. This section will, as has the previous section, help to establish the ontological and epistemological viewpoints of this research and establish the second of the discussions: 'Management is Co-dependent on people, organisations, and society at its touchpoints', for further investigation through the primary data collection.

The Function to the Individual to the Collective
What is the distinction between 'management' and 'the manager'? Simplistically, management is the activity, and a manager is a person doing the activity. Drucker says that 'Management denotes both a function and the people who discharge it.' (Drucker, 1999, P14).   It is an activity, and a role signified by the need for a person, an individual, to fulfil that role. There is integration therefore between the individual acting and the activity itself.

Fayol (1949) felt that management as an activity could be carried out by all, and inferred that one might not have a title with 'Manager' in it in order to be involved in management. 'Management… is neither an exclusive privilege nor a particular responsibility of the head or senior members of a business; it is an activity spread, like all other activities, between head and members of the body corporate.' (Fayol, 1949, P6, cited in Boddy, 2005, P11). Boddy (2005) agrees in part: 'Management is both a general human activity and a distinct human occupation' (Boddy, 2005, P9). However, rather than the democratization or participative structure suggested by Fayol's (1949) claims, Drucker (1999), and Boddy (2005) is partly in agreement, argues that management is an occupation that requires rather more distinct attention and

recognition: 'managers do their own job' (Drucker, 1999, P12). 'It (management) denotes a social position and authority' (Drucker, 1999, P14) and the separateness of the position requires managers to be an 'individual professional contributor' (Drucker, 1999, P17).

However, management cannot exist alone; there is no value in a management position unless there is something or someone to be managed: 'Management… has no function in itself, indeed, no existence in itself.' (Drucker, 1999, P36), 'Without the institution there would be no management.' (Drucker, 1999, P14) and 'management becomes necessary when a business reaches a certain size and complexity' (Drucker, 1999, P13). 'Management and managers are the specific need of all institutions…They are the specific organ of every institution. They are what holds it together and makes it work. None of our institutions could function without managers.' (Drucker, 1999, P12). But whilst the manager is dependent on the business for their existence, the business is dependent on the manager: 'The enterprise can decide, act and behave only as its managers do – by itself the enterprise has no effective existence'. (Drucker, 1954, P7, cited in Witzel, 2009, P2).

Drucker's comment that managers do their own job seems to suggest that managers' decisions can exist in isolation from the organisation and from the owner, whereas, as pointed out above, the organisation and manager work together, are mutually dependent, and the manager can only manage if part of an organisation. How much independence they have, in a relationship where they are entirely dependent on the organisation for their very existence, is debatable. Also, a manager cannot be separate from the culture of the organisation, as the culture, 'the way we do things round here' recruits the person who fits in with the culture… if you do not fit in, you will not last long. In some situations, management training and development is managed tightly to ensure cultural and business objective fit: 'The critical component to developing a team aligned with the mission and vision of your organization is to train them yourself. For example, Ritz-Carlton provides 80 percent of its

training and education in house.' (Slover, 2008, P33). This interdependence/reliance and potential insularity impacts on the management activities of the individual: 'it could be argued that in some organisations the nature of the culture may inhibit effective performance, because the culture defines processes and behaviour which do not lead to the optimum managerial performance.' (Mumford, 1988, P156). One could argue that the culture of an organisation is to a certain extent decided by the management: 'The enterprise can decide, act and behave only as its managers do' (Drucker, 1954, P7, cited in Witzel, 2009, P2). Whilst there are many models to understand organisational culture, most, and demonstrated by the Competing Values Framework (Cameron and Quinn, 2011) show how management's concentration on internal or external goals and structure or flexibility can define an organisation's character. This interdependency (manager managing the culture, the culture managing the manager) is interesting, and potentially problematic given Mumford's (1988) comments, as well as arguing with Drucker's (1999) point about the separateness of management.

Similarly, on the connection of the manager and the organisation, Juch (1983, P85) picked fault with Muller's (1970) study on 'the search for the qualities essential to advancement' for looking at individual advancement rather than individual-for-organisation advancement or organisation advancement. Juch's (1983) point was that, in training and development, and presumably, in other activities, the manager's actions needed to link with what the organisation wants/needs, another note that the manager, because they do not exist without the organisation, is subsequently lead in all things by what the organisation wants. Ratanjee (2014) emphasised this importance, of management development being designed to meet specific business objectives thus again linking the manager directly with the organisation and its requirements, rather than as an individual with specific and distinct needs. This is supported by Slover (2008) and the need for internally focussed, business specific training. When discussing the responsibilities of a manager,

a manager is seen as the 'pivot point' in the middle of people and the business (signified by the owners) (Witzel, 2009, P11).

As the manager requires the institution and vice versa, where people require management, so the manager is reliant on people for their job and existence. Juch (1983, PP69 – 70) highlights that a manager does not act alone. Mumford (1988) discusses the strong case for viewing networks of colleagues as supportive training and development. One cannot know everything or the correct response to everything so management is the result of learning from others, as well as experience (Mumford, 1988, P63). Drucker (1999, P22) says that the manager's resource is people, Stewart (1967) defined management as getting things done through other people and Boddy (2005) as getting things done, through other people, in any situation (Boddy, 2005, P10). Sheldon (1923, cited in Witzel, 2009, P2) said that 'Industry is not a machine; it is a complex form of human association.' Witzel (2009) explains that the word 'management' came originally from the Latin manus, which means 'by hand': doing, but came to mean 'under the hand of' and therefore used to describe someone who supervised others (Witzel, 2009, P4) thereby emphasising the connection of the term with others. The co-dependency between manager, business and staff is emphasized by Wilton (2013, P12): '…The line manager relationship has been identified as the single most important factor in determining levels of employee engagement.'

Thus, this review of literature so far has identified the co-dependency of the manager and the business and its employees. The manager in this argument is an instrument of both the organization and the people, a conduit 'or pivot point' through which intention and action flow in order to meet the business objectives. In this scenario, individuality, or id is irrelevant. This sort of relationship (not command but instrument), is supported by Drucker: 'Function rather than power has to be the distinctive criterion and the organising principle.' (Drucker, 1999, P18).

Society

This section continues to discuss this co-dependency by looking at management's connection to the outside world. Arguably, management/business does not exist at all without the drive to meet human needs and desires, in the form of the external customer. Areas such as Marketing, Customer Relationship Marketing (CRM), the rise of Social Media and the consumption community, prosumers and co-creation of the purchase experience have all highlighted this customer focus. No longer is management, compared to the previous scenario, working for either the business or the employees, but also for society or a section of society. How does this notion of the customer-focussed society fit with a seeming disregard for customers evidenced by the financial crisis of 2008, the LIBOR scandal, PPI mis-selling etc.? Could these exposures suggest that whether appropriately or not, management does manage to exist aside from society's needs and requirements?

Saying that, we have already seen an interaction between management and society as the changes to management were considered in the section on 'Management as Learning' and certain theoretical schools and practices saw popularity in response to the accepted societal inequalities or equalities of the day. Drucker would argue that management is inextricably linked to society: 'Management is a social function, embedded in a tradition of values, customers, and beliefs, and in governmental and political systems. Management is – and should be – culture conditioned; in turn, management and managers shape culture and society.' (Drucker, 1999, P25). Nazarian, Atkinson and Foroudi (2017) and of course Hofstede (1980 – present day) would argue that National Culture has an impact on organisational culture (and organisational effectiveness) and previously the impact/interaction of managers with organisational culture has been discussed. Kull, Mena and Korschun (2016) present a view that an organisation's competitive advantage can be gained from its effective handling of stakeholder (surrounding, external stakeholder) relationships.

To explore this connection between management and society a little further, *Table 4* shows a matrix of the different management theories and the workplace features (impacted on by political, economic, sociological and technological issues) that were in existence at the same time that the different management theories were being developed. This is a novel way to look at management, by its links to the features of society at the time. One can draw some conclusions about co-dependency between management and society, but some points should be noted: tracking the societal atmosphere with the management activity and theory makes no judgement on the effectiveness of the management school for that societal atmosphere. Also, the theory and practice of management could be said to have developed as a reaction to what has gone before as well as a reaction to the current feeling of the times.

Table 4: Author's Own Representation of Schools of Management Thought Aligned with Workplace Situation (Drucker, 1999; Naylor, 2004, Cole, 2004; Boddy, 2005; Witzel, 2009; Cole and Kelly, 2011; Certo and Certo, 2013)

Period	Workplace situation informed by economics, politics, technological and sociocultural issues.	School of Management Thought
Pre- industrial revolution	Hierarchical structure with landowners having significant rights over the local labour, who had few rights. Focus on agricultural labour. (Wasson, 2016)	Apprenticeships and Business Schools exist (Witzel, 2009)
19th century, <u>after</u> the Industrial Revolution (1760 – 1840)	Significant wealth generation for the ruling classes driven by major innovations such as steam engines, textile equipment and tool making. Britain leading the way in modernity and seen as the example for all. Output per head is high but ownership lies in the hands of a few. This is the time of the British Empire with war and expansion. Before the 1832 Great Reform Act, only landowners could vote. After 1832, the male urban middle classes gain the vote, in 1867, the Second Reform Act extended the vote further, and the Third Reform Act in the 80s extended the vote again. Political change revolved around discussions on free trade and power. The Industrial Revolution heralded the movement of citizens from country to town, with an impact on the health of those citizens in the towns, as well as their ownership of their own labour. The Irish Famine highlighted the precariousness of agricultural labour. Chartists (working class movement) peaks in 1850s. High production/success/mechanisation/imperialism – increase in workers' representation towards the end of the period. (Wasson, 2016)	Classical/Scientific Management School (1850 – early 1900s) (Taylor, 1911; Gilbreth, 1914; Weber, 1919; Fayol, 1949)
1920s – 1960s	'…by 1900 close to two-thirds of electors were of working-class origin. Within this new culture, mass organisation and class, group and ethnic interests began to press upon and transform the traditional concerns of high politics…the mere fact of citizenship	Human Relations/Psychology Management School (Follett, 1924; Mayo, 1933; Maslow, 1954;

	increasingly challenged property, moral character, education and economic independence on the basis of civil rights (Harris, 1994, cited in Wasson, 2016). Britain's output per head high prior to WWI and this wealth was utilised for success in war. War had an effect, with an inter-war economic decline and a rise in unemployment, and the Great Depression in 1932. Trade Unions rose in power, but their operations were restricted. Britain was a liberal country, relatively stable and with significant freedoms for its population. There was a divide between rich and poor still. War leads to economic and political fall-out. The 1911 National Insurance Act brought protection for citizens and the 1918 Representation of the People Act extended the vote to almost all men over 21 years old, and women over 30 years old now had the vote. From 1928, effectively all women and men over 21 have the vote. Technologies developed because of warfare. WWI challenged people's perceptions of humanity following the great loss of life and bloodshed. NHS formed. (Wasson, 2016) This is a changeable period, with citizens gaining more power and at the same time being used as 'cannon fodder' in two world wars. (Wasson, 2016) Liberalisation through laws (legalisation of homosexuality, end of capital punishment, equal pay for women, amongst others) at the end of this period (in the 60s). (Wasson, 2016) Britain is dependent on imports, seeks support from U.S. in war, has emerged as a liberal environment and defended itself and others from nationalism (ironic after a period of jingoism). The empire diminishes. (Wasson, 2016)	Herzberg, Mausner and Snyderman, 1957; Argyris, 1960; McGregor, 1960; Likert, 1961; Vroom, 1964; Adams, 1965; McClelland, 1965; Locke, 1967)
1950s Overlap with the Human Relations	Post-war period – austerity. Certainty at work – most eligible workers in full-time work. Women's roles in work since the war have changed in that many more	Management Science

School and the Integrating Perspectives/Systems School	kept their jobs now than after WWI. Some development in roles of women, but little in terms of real advances. . Emphasis on getting back to work, re-establishing communities and workplaces. The	
1950s Overlap with the Human Relations school and the Management Science School.	UK is united more now than ever before. New rights and support (NHS etc.) in this period. Continuation of a 'make do' and 'keep calm' approach. UK emerged as a more egalitarian society. Productivity increased. Beginning of Cold War. Immigration from Empire/Commonwealth countries. (Wasson, 2016)	Integrating Perspectives/Systems (von Bertalanffy, 1950; Trist and Bamforth, 1951)
1970s	Emergence of the service sector as a key player in the market. High inflation. Heyday of the Trade Unions. In 1969, the voting age is lowered to 18. A certain amount of disruption in politics, with changes in governments and significant power of the workers that, in the 80s, Thatcher determines to break, to some success. This period followed a great deal of liberal legal developments, legalising homosexuality, equal pay for women, and end of theatrical censorship (in the 60s). (Wasson, 2016)	Contingency (Woodward, 1958; Burns and Stalker, 1961; Lawrence and Lorsch, 1967; Hersey and Blanchard, 1976)
1990s	After a period of boom in the 1980s, with the rise of the 'Yuppie' and arguably a split in the electorate between rich and poor, the 90s brought recession, and later on a Labour government, which held power until 2010. Labour success followed its reinvention as a centrist party called 'New Labour' and in reaction to a number of years of dividing Conservative rule. Whereas Conservative government seemed to uphold the traditional divides, New Labour were seen as more liberal. Introduction of the internet to normal life. (Wasson, 2016)	Learning Organisations (Senge, 1990; Stewart, 1994)
2000s	Late 90s sees Scottish and Welsh increased self-rule and NI peace agreement. The rise of the internet. Iraq War. A period of relative economic stability until 2008 when 'the Great Recession' hits, with the banks as the main losers having invested in sub-prime mortgages. Creates uncertainty and a long period of government spending austerity, from 2010 until 2017. Labour loses to coalition in 2010. (Wasson, 2016)	Postmodernism
2010s	The internet is a key feature of everyday life. Talk is about AI and robots taking people's jobs. The 'gig' economy and casualization of labour are terms used	Triangular Management Approach

	to describe the job market. There is political uncertainty and reduction of disposable income. Decade draws to a close with Brexit, increased terrorism, a reduction in unemployment (but a number relate this to the rise of part-time working).	

The link between society and business and the cause-effect relationship (has society changed because business has changed or the other way round?) is not clear (and not the subject of this research, although of interest). We do know however, that management has been forced to respond to industrialism, to legal changes (end of child labour, human rights issues) and the changing role of women in society, so a manager cannot be taken out of their society or the culture of that society, and learns and practices the different societal/cultural requirements of them.

The relationship between society and managers is also a 'love/hate' relationship. On one hand, managers are seen as essential to an organisation's success (Drucker, 1999). 'Seventy-two per cent of organisations report a deficit of management and leadership skills' (Waller, 2013, P34), and '…the line manager relationship has been identified as the single most important factor in determining levels of employee engagement.' (Wilton, 2013, P12). On the other hand, 'management' is often spoken about in disparaging terms.

As an example, the unpopularity of NHS managers is well known as the NHS is faced with a public's perception that managers per se, and additional training for those managers, is taking money from the recruitment of clinical staff (who are seen as more important). There is a regular criticism that there are too many managers in public services. Waller (2013) showed the negative popular culture representations and interpretations of managers in Basil Fawlty, Britass and David Brent and it is quite difficult to find a positive role model of a manager in the media. In a recent (2016) UCU election, one candidate marketed themselves as against the 'rampant managerialism' in

Higher Education, with clear negative connotations. Of course, this may be justified, as Witzel recognised that, following the 'Great Recession', there are questions as to whether professional management is delivering on its promises' (Witzel, 2009, P27).

Would society accept managers more if they were more representative of society? Whilst there is no reason to believe that any of the roles, behaviours of a manager are gender-specific or biased (see 'Doing and Thinking'), it remains that there are fewer women managers than male. The proportion of women among the UK's managers was 34.8% in October-December 2012, slightly higher than the European Union average of 33.5%. The percentage of managers that were women was slightly lower than the UK figure in the larger economies of Spain (31%), Germany (29%), and Italy (24%) but it was greater in France (39%). Across the European Union as a whole, women were most prominent within the managerial occupation group in Latvia (45%) and Lithuania (41%). The country where women were least prominent as managers was Cyprus (16%) (ONS, 2013)

The employment of ethnic minorities in high skilled jobs (including management) is also lower than their white counterparts (ONS, 2014).

Whilst the gender or ethnic identification of managers or any 'preference' is not part of this research, there remains an interesting irony that whilst this work notes management's connection to society, there is a significant disjoint both in representation and understanding between the two.

The disparaging tone used about management may show a lack of understanding due to a lack of awareness of what managers do. Kinsella (2012) wrote that 'few managers are defined by the most important thing they do: bringing the best from their staff. Rather, managers are more often defined by what they sometimes do, or once did and do no longer' (Kinsella, 2012, P12). This argues against Drucker's point of view as management as

significant and separate and suggests that practically, in the real world, management is seen as an 'addendum', with presumably negative effects on management performance. More on this in 'No Management is an Island: Universality versus Specificity'.

Finally, there is also a possibility that managers themselves have contributed to the detriment of 'management' as a function. This strand of thought centres around the phrase 'Management and Leadership', and the view that Management is something different from Leadership (where management is described as about systems and processes whereas Leadership is about 'hearts and minds'). Waller (2013) sees this difference between management and leadership and comments that management is 'unsexy'. Waller (2013) argues that as a result too much emphasis is put on leadership development and not enough on management development. Leadership is often given preference: 'Myths abound in management….that leaders are more important than managers (try leading without managing).' (Mintzberg, 2012, p4, cited in Wood, 2015, p117). Witzel (2009) makes a very brief but interesting point that people have carried out both management and leadership roles (depending on type of organisation, hierarchical structure, presence or otherwise of owner) and that the separation between the roles may have come from a shrinking of the world and communication networks that means that less emphasis/responsibility is put on site managers/local managers/team managers.

Instead of the difference, Mintzberg (2012) would argue that managers must have leadership skills as part of their skillset in order to get the best results out of their management responsibility, and thus leadership is subsumed in management (Dalton, 2010); 'We speak of 'leadership'… But leadership is given by managers.' (Drucker, 1999, P40), and '…while we remain uncertain of the value of leadership, we should not exaggerate its importance among the wider repertoire of management skills.' (Wood, 2015, P125).

In fact, few people can just be 'leaders' (it is not a job role by itself) and people do not want to be 'led': 'The fatal flaw in discussions of 'leadership' is the implicit assumption that we want to be led. Not many of us do, especially not the highly educated, credentialed, well-paid group of us that like to call ourselves professionals. We want to be helped, we'll agree to be coached and (with careful definition of the term) we might consent to be managed. But we'll rarely agree to be led.' (Maister, 2006).

However, being a 'leader' has gained more societal kudos and status, and it is possible that society's disdain for managers is to do with this 'rebranding' of the management responsibility.

Thus, the discussion has moved on, from seeing the co-dependent relationship between manager, employees/people and organisation to also understanding this co-dependent relationship as part of a bigger co-dependent relationship, with society. The manager is at the centre of a structure that means they are working with a large range of scope of views and expectations. *Figure 2* summarises this relationship and the discussion thus far.
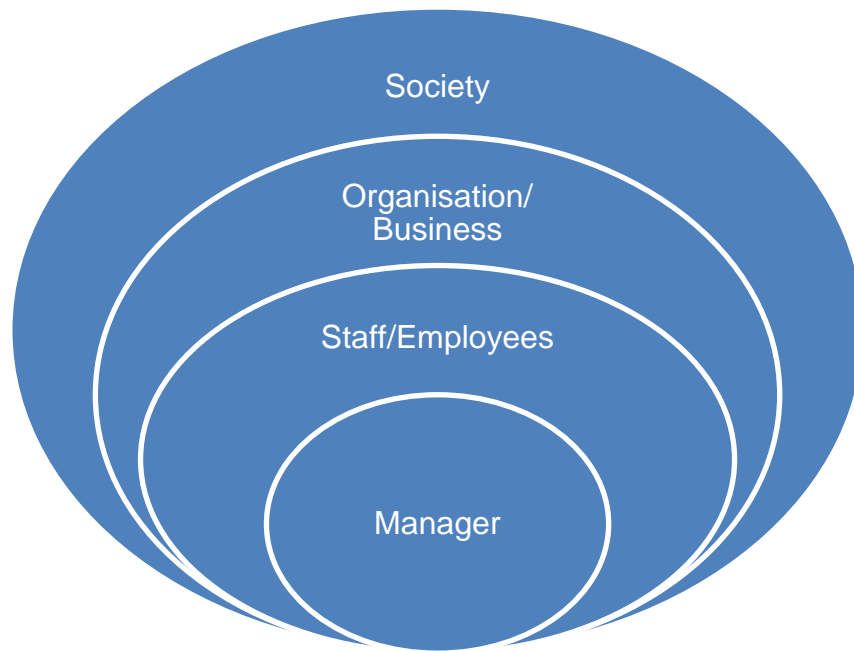
Figure 2: The Co-Dependency of Management (Source: Author's Own)

Universality versus Specificity

Finally, the discussion on co-dependency turns inward, to the function of management and the skills that are part of that function. Overall, this discussion can be called 'Universality versus Specificity' but within the argument, as with management, there are many layers:

- Does management exist above and beyond the organization and sector in which it is practiced as a set of universal skills that should allow for transferability between sectors?
- Are management skills separate from specific technical skills used in a job or simply an extension or heightening of those specific technical skills? Are the specific technical skills essential for good management?

One might ask why this debate is relevant to this section on co-dependency? The co-dependency being discussed here is between management and specific technical skills, and the dependence of the credibility of a manager on

those specific technical skills. Thus, the debate examines the core of Figure 2.

Management as Universal

If management is a discipline and a specialism, which can be achieved by learning a set of skills that are seen as key to management, then arguably a manager should be able to transfer between management roles. They could move from a management role in, for example, the National Health Service to a management role in a manufacturing company, to a management job in a hotel or spa. Alternatively, are there fundamental differences between businesses, industries or sectors? In the Context section, the idea of the difference between a manager working in the service sector as opposed to the manufacturing sector is identified, bearing in mind the nature of the transaction that is being undertaken (or, rather, whether the business is about transactions and/or relationships). Does the nature of that difference mean that a manager in the service sector needs different skills to a manager in the manufacturing sector?

The argument is between management as a skill (universality principle) and management as a role (specificity principle). The former supports the idea of management as a specialism in its own right where the management skills are the reason the manager is employed in the first place, the latter sees the manager as, at their heart, an employee of a specific organisation, with the additionality of management skills. 'The universalists saw management ideas and skills as transferable across all sorts of organization. Once one had found the 'one best way', all could learn from it.' (Naylor, 2004, P37). This theory of universality is supported by Fayol (1949) who saw 'Management .. as applicable to a mining company, to a hospital or to a post office' (Cole and Kelly, 2011, P118) and, by implication, by the Systems Theorists who were trying to achieve overarching models of effective management or a general theory (von Bertalanffy, 1950). Kinsella (2012) would support this view also:

'there are overarching skills to management and leadership that should be applied to all sectors.' (Kinsella, 2012, P12).

In contrast to this view, the fact that the Systems Theorists could not establish an overarching model (Naylor, 2004) implies the difficulty in seeing management as universal: 'others pointed to the special nature of each case and how it differed. This view… says that there are no universal principles.' (Naylor, 2004, P37). Naylor continues: 'The way to learn is to study and experience as many circumstances as possible' (Naylor, 2004, P37). However, the existence of universal or overarching skills (the universality principle) does not mean that there is only one way to approach things. The learning of a number of responses to a management problem, and the ability to pick the appropriate response could represent the universal skills of the manager (see the proposition of 'Management as Learning').

Stewart (1976; 1982) would support the specificity side in this debate if universality means generic: 'So far from being subject to extremely generalised comments about 'what all managers do' there is a substantial variety in the objective demands of managerial jobs.' (Stewart, 1976; 1982 cited in Mumford, 1988, P131) and Mumford (1988, P144) also supports the specificity argument '…the basic conclusion for the development of top managers is clear. The prime focus ought to be on what they actually do rather than on generalised ideas of what managers ought to do. Attention must be paid to the needs of individual managers in individual organisations'. More recently: 'successful companies create leadership development programs and solutions that are aligned with meeting specific business goals' (Ratanjee, 2014), supporting the specificity angle by linking management specifically to the type of work/business that the managers exist within. In fact, Kinsella (2012), whilst supporting a set of overarching skills, did say that 'experience of a sector is crucial to developing people within it' (Kinsella, 2012, P12).

The criticism about generality or universality in management principles is that they risk becoming non-operational. Fayol's (1949) general principles of management were intended to be flexible and adaptable to every need. Unfortunately the criticism was that they could not be 'converted into practical action in any particular case.' (Naylor, 2004, P26) and were therefore useless.

The Transition from Specific Skills to Management Skills

Managers rarely, in the modern world, simply manage. They are normally given a set of tasks, projects and activities to do that are in fact separate to their management role. This could also be an indicator that management is not respected as a discipline in itself (see 'No Management is an Island: Society'), but is an addendum to another set of tasks (specificity principle), and it is likely that this set of tasks relates to 'where the manager came from', their specific, technical past.   This point is made because the move through the management hierarchy tends to be from specific technician to manager. Pollitt (2014, P19) recognises that technical expertise does not equip people to be good managers, that there is a need for training to 'convert them into the top managers of the future' (Pollitt, 2014, P19). Patel (2014) refers to this move from technical/specific employee to manager as from an 'individual contributor' to a manager, and notes the 'dramatic role transition from being an individual contributor to entering the management pipeline' (Patel, 2014, P20).   This use of wording echoes the term used by Drucker to denote a manager: 'individual professional contributor' (Drucker, 1999, P17) but of course is used in quite the opposite way! Patel (2014) suggests a move from specialist-individual to general-management, supporting a transition from the specific to the universal as one develops into management. Drucker might argue the other way round, considering management skills as specific in themselves, and arguably NOT an extension of the specific skills from which managers come. Drucker's argument is more to see a manager as separate, using separate management skills (supporting the universality principle).

As with Patel's (2014) work, Expro (Pollitt, 2014) was interested in the transition of the technical specialist to management and leadership. Here is more support that management is a different skill (not simply someone being 'more of' a technician/using more specific skills as they are promoted), and can be seen as universal as opposed to individual (a consideration of bigger/wider issues as opposed to those in a limited scope upon which one might be expected to have limited effect). Juch (1983, P161) sees a transition from competence to maturity 'it is a reality in organisations that in some situations, and mostly in lower positions, competence is more relevant and more important than maturity, and vice versa'. The implication here is from competency in a specific skill to a more generic, wide reaching attitude.

However, 'Julian Birkinshaw claims that you get into management because of your specialism 'You get into the position because you're an expert at your job' (Waller, 2013, P35). This tendency to move from specific, technical areas into management is echoed in Kingston (2009) but has its drawbacks, perhaps when the need for more universal, management skills is not recognised: 'Companies are becoming more aware that key staff, including future managers, often lack business acumen, Berg says. Such people have often performed very well in sales, finance or marketing, for instance, but when raised to a higher level don't have the experience or skills to take strategic business decisions.' (Kingston, 2009), and 'Many have been promoted into management jobs because of their previously demonstrated technical abilities rather than their ability to successfully manage people.' (Ice, 2009, P7) and Thacker and Holl (2008) comment: 'A common career transition for individuals involves promotion to a management position from a technical or professional position. Managerial roles require different competencies and skills than do technical or other types of professional jobs.' (Thacker and Holl, 2008, P102). The Global Spa & Wellness Summit (2012) highlights the difference between specific and management skills: 'Few spa companies invest adequate attention and resources into human resource development and training to support their spa staff as they move up the ranks

into management-level positions – thereby augmenting the gaps in "hard skills" and technical/business skills among many spa managers/directors..employees are not likely to be prepared for management-level positions as they advance within the company.' (GWS, 2012, P iii) and 'When fitness center employees are noted to be good at their work, managers may decide to promote them into supervisory positions. But, although excellent at their hands-on work, these employees usually have little or no experience or training in managing other people. They tend to make some common mistakes.' (Slover, 2008, P33)

Of course, once a specialist moves to a manager, there may be different sets of skills to learn depending on the level of management required. Mumford (1988, P26) said that 'at each new stage in the line *(describing line promotion)* there are changed requirements for what the manager has to do, changed learning needs and also changed learning opportunities.' Learning also comes from experience: 'It is generally accepted in the sector that managers often lack the experience to excel in their role.' (People 1st, 2013, P9). Juch (1983, P163) supports this idea of managers moving through stages of development in order to become a skilled manager. This supports the ideas of difference, between specialist and manager, as well as firmly supporting the idea of management as learning, and management as maturity, the result of having seen and experienced.

From the above, one could suppose that there are some universal principles, some specific principles, and therefore, in the middle, some situations where the universal and the specific will and need to meet, as suggested in Figure 3.
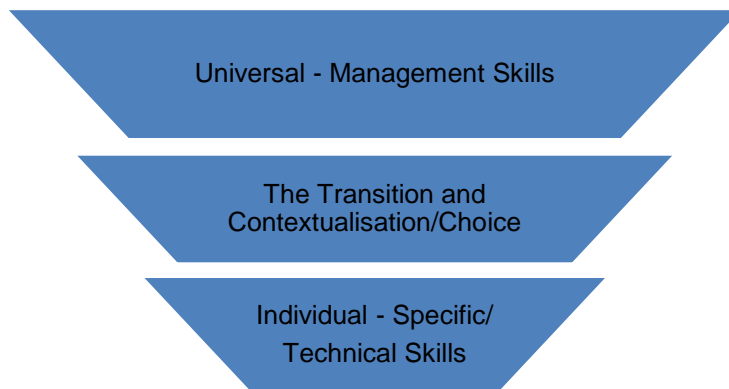
Figure 3: The Inter-Dependency of Skills for Managers: Universal and Specific (Source: Author's Own)

This approach supports that there are universal skills, but that these cannot be generalized, as Stewart (1976; 1982) and Mumford (1988) claimed, but rather customized or contextualized. Similarly, the diagram reflects the movement up the management ladder from specific skills to management skills. This supports the Contingency View of management which 'recognized the tension between the universal and the particular' (Naylor, 2004, P37) and showed that some approaches were appropriate in some circumstances and not in others.   In fact, whilst Stewart has recognized different objective demands on managers, she also recognised that a lot of the 'difference' was caused by 'personal choices … made by managers which affect what they actually do.' (Stewart, 1976; 1982 cited in Mumford, 1988, P131). This does not necessarily mean that management principles are different, but that managers choose to apply them in different ways according to the problem posed to them. The learning of a number of responses to a management problem, and the ability to pick the appropriate response could represent the universal skills of the manager (see the proposition of 'Management as Learning') and the requirement to contextualize, as suggested in Figure 3.

This idea of contextualization and layering is reflected in training and development, as Ratanjee (2014) supports the view of Galanaki, Bourantas, and Papalexandris (2008) who make a distinction between generic and 'firm-

job-specific training' (Galanaki, Bourantas, and Papalexandris, 2008, P2332) describing 'generic training (for the development of competencies) and job- or company-specific training (for example, induction training, job specialisation etc.)' (Galanaki, Bourantas, and Papalexandris, 2008, P2332). Iguchi (2012) found that 'Employers wanted content contextualised to a hospitality environment but generic enough that it would be suitable for a variety of areas.' (Iguchi, 2012, P7) In part, this supports a model of management where the central layer is 'contextualisation' but where there is no priority given to generic or universal skills and specific skills, but an acceptance that both are needed.

However, are the specific skills needed by the manager? Stewart (1967) defined management as getting things done through other people. Specific or specialist skills are needed in an organization, but not necessarily by the manager. As with a person's transition from specific skills to management skills, cannot the hierarchy of an organisation also support this layering with management skills meeting the specific skills of employees in the middle? Here we can tie in the discussion with the discussion of the co-dependency of management with the employees and the organisation.   Whilst one might argue for a stratification of skills by level, with the employees using their specific, technical skills and the managers their management skills, Boddy (2005) also defined management as 'a role being the sum of the expectations that the others have of a person occupying a position' (Boddy, 2005, P10). So what skills does a manager's organisation and employees expect them to have? Iguchi found that industry professionals preferred courses in 'more generic, softer skills… compared to technical skills and knowledge (Iguchi, 2012, P7). However, this does not say that technical skills and knowledge are not important for a manager, rather that they might well have acquired those technical skills elsewhere. Expro (an engineering company in Reading) introduced management development training and 'the emphasis was on 'a comprehensive training program to support the matrix of management competencies (universal skills) identified as being important to Expro.' (Pollitt,

2014, P19). Puckey's (1945) work, 'What is This Management?' gave a list of the qualities of a manager (personal, organisational, technical), note the technical/specialist component (Witzel, 2009). MacFarlane and Ottewill (2001, P68) discuss Schon (1983) who 'argues that technical rationality has traditionally been the dominant model of professional education, driving out what he terms education for artistry. He contends that professional education, premised on technical rationality, is poor at dealing with the 'intermediate zones of practice – uncertainty, uniqueness and value conflict (Schon, 1987, P6)'. Management should be less about specific technical skills, and more about the management of uncertainty, uniqueness and value conflict. This reflects a contextual view of management, perhaps in the 'middle zone' of Figure 3, and reflecting the views of the more modern schools of management. However, other views on the need for specific/technical skills seem to require managers to either have the knowledge so that they can mitigate against errors (checking) or these specific/technical skills are fundamental requirements to manage (managers need to know what is supposed to happen, what success looks like). Alternatively, employees cannot be trusted, or employees need to be taught how to do things by the manager themselves. This issue of a need to know the specifics out of a lack of trust is evidenced in Mumford (1988, P31) where he quotes the movement of a manager from division to head office: 'There is nothing that they can do, nothing they can try to hide, that I haven't done and hidden before them when I worked in a division.'

The discussion about specific, technical skills and universal skills continues, the expectations of the co-dependent touchpoints in management are unknown, and this is a topic for the primary data collection in this research.

To summarise this discussion, universality versus specificity is a discussion with many viewpoints that still require clarification for the 21st century, and this research will add to the literature with contemporary views on the subject and commentary on why/if this universal v specific skills debate is appropriate.

The various questions are:

- Is management a skill that can be acquired simply by a move up the hierarchical ladder from specialist to manager through experience? What are the distinct features of the management role?
- Once management skills are achieved, can they be used in any industry or sector or do managers need the technical skills to do the jobs of the people that they are managing? Can these be learned?

To summarise the progress of the Literature Review so far.   Management as learning and the implied intrinsic requirement of continuous learning for managers has been proposed. The co-dependency of a manager with her surroundings and the people in those surroundings has also been proposed as a given, and the interdependency of specific, technical skills and management skills commented on. All require further testing with practitioners for their contribution to the discussions.

Where can this discussion usefully head next? Whilst the conversation so far has been on the macro (external, environmental issues and relationships), it is time to turn more to the micro. What is it that a manager does? Has that been agreed? What is a manager required to do, according to the literature, that may be checked for currency in this research, and in fact checked for relevance and gaps?

Doing and Thinking

Thus, finally, before summary and summation of the project's research questions, this Literature Review turns to a discussion of managers as 'Doing and Thinking'.

At the very start of this Literature Review, a quote was used from Drucker (1999) that management as a discipline or a branch of knowledge is recent but that management as a practice or activity has existed for 'almost two centuries' (Drucker, 1999, P27). The separation between management as thinking/management thought and management as activity is therefore established. Drucker argued for the supremacy of the functional in the management position, the 'doing', but others (Sheldon, 1923; Richardson, 2008) see that management is also about thinking (Witzel, 2009). Figure 3 could also suggest this separation, with the universal management skill (Thinking) separate from the specific, technical skill (Doing).

However, Figure 3 and the discussion surrounding it, rather than establishing a separation, argued for a transition or a meeting of thinking and doing in the middle. Whilst it is possible to see management thought as separate from management practice, the two are likely to exist together. As argued in the 'Management as Learning' discussion above, the disjoint is potentially false, and also damaging, if management is externalised in such a way as an activity and unlinked from the learning, or the cognition process which should rather be seen as intrinsic or essential to management.

Kallinikos (1996, cited in Macfarlane and Ottewill, 2001, P10) would support the dichotomy between doing and thinking by describing management as an 'ensemble of techniques' and an 'overall world orientation'. These are from two different ends of the spectrum, the former being specific/method-driven and the latter reflecting a philosophy or ideology but Kallinikos (1996) sees the two ends of the spectrum embodied in the same role.

Echoing the discussion above about the universal and the specific, Figure 4 suggests management itself as a layered concept, seeing a meeting point between thought and action. Whilst the specific or technical skills in Figure 3 above are industry or sector specific, the specific or technical skills in Figure 4 are the accepted actions of a manager, and the universal, the thinking that enables a manager to decide how best to act in a certain situation. This recognises the criticisms that an overly universal or generic management style is not designed to allow for dealing with specific businesses' requirements (Stewart, 1976, 1982; Mumford 1988, Ratanjee, 2014).

Management Philosophy/Thinking

Universal Truths of Good Management?

Co-dependency?

A meeting point between philosophy and action?

Sector, culture, situation specific?

Management Role/Job Description/Tasks/Doing
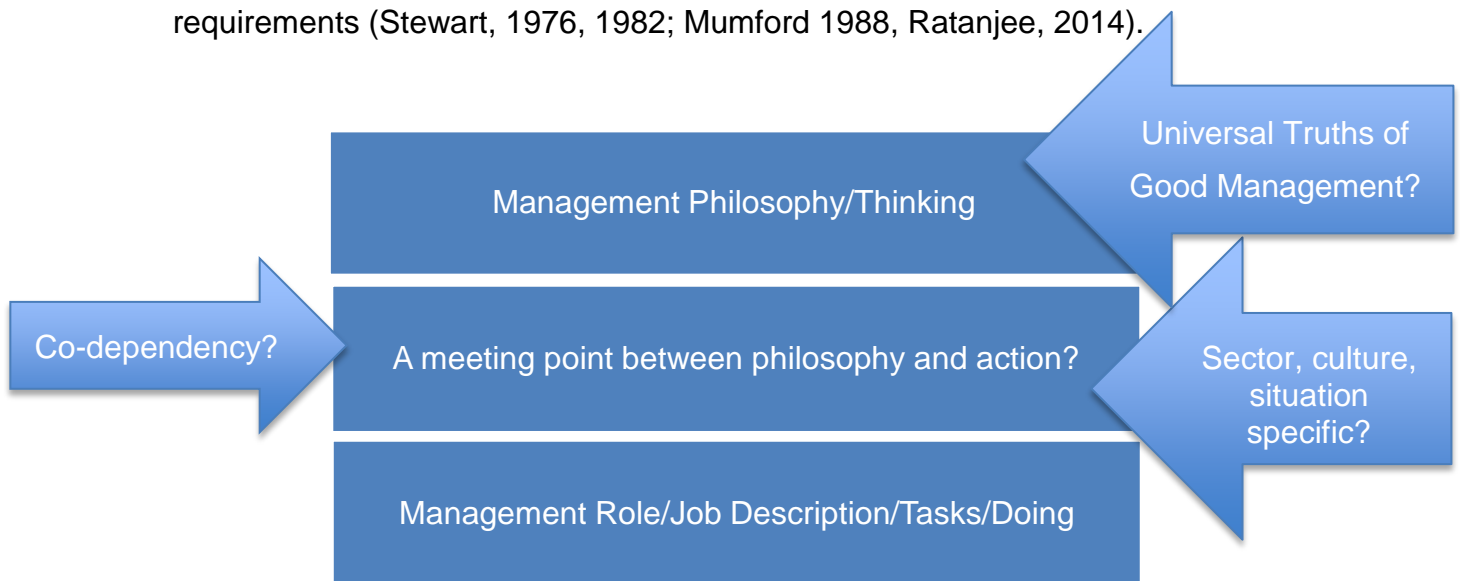
Figure 4 : The Thinking and the Doing (Source: Author's Own)

This section attempts to extricate the 'Doing' of management (manifested activities, the observables, and the measurable) from the underlying qualities of management (the character). The latter would relate to the philosophy of management (Thinking) and the former to management tasks (Doing). It therefore tries to build a 'job description' (Doing) and a 'person specification' (Thinking).

This is not without its challenges. Cole (2004) would argue that 'There is no generally accepted definition of 'management' as an activity' (Cole, 2004, P6) and so much has been written about management that seems to mix the two

(Doing and Thinking) as will be seen in the section that follows. The Management Standards Centre (MSC) (2014) would support the aim of this research: the conceptualization of management and work on understanding and developing management training and development, as they too have attempted to categorise the activities of management and the skills and qualifications needed. Their original listing of 1997 was further updated in 2002, 2004 and 2008, but not since, so whilst clearly recognizing the need to characterize management's requirements, they have not kept up to date. This research would hope to update literature on the subject.

And why does this project attempt to do something that again has proved difficult in the past and in fact that would arguably support a disjoint that has been discussed above as potentially damaging (the categorisation of doing and thinking as separate)? The answer is that, in order to construct, one must deconstruct, and this research is seeking a more defined idea of what is management in order to recommend ways in which to understand what the requirements of a manager are, in order to develop an effective manager. By drawing out the constituent parts of management, we may be more able to identify ways to meet the development needs of managers. Dalton (2010) agrees with this general premise, 'Unless we have a conceptualisation of the management process, how can we decide on strategies to develop the manager?' (Dalton, 2010, P16). The drawing out of the different aspects that make up management is also intended to give a basis to the primary research in this project, most specifically in the Stage 1 Study. The Stage 1 Study checks the conclusions drawn here and adds to the definitions for currency, and provides the foundation to carry out the Stage 2 Study, which looks in more detail for guidance on the three discussions/propositions declared here.

This section has changed considerably from when it was first written and it is worth detailing the change and the process of that change in order to validate the content of this section. Originally, the section was a review of the literature detailing what theorists had said regarding management activities,

and a list was built, step by step, extracting key points from theory by theory. The process included regular checks on progress created by including the list at various stages of its development (basic points first, elaborated on as more theorists were considered, more literature reviewed). Whilst this process was very thorough, it made for an unruly section in this final piece of work. Therefore, the section that follows is the end product of this process, with the final list of management activities presented first, followed by the literature that contributed the content of this final list (with theories linked to the items in the list with underlined sections). It is hoped that this makes for a more readable section than showing the detailed original process.

The literature studied is not only that of management studies' academics, but also of those engaged in management and in studies of management training programmes, most often seeking to understand what managers require now in the workplace. This information has been included as a useful up-to-date and practitioner-based view of what management activities are important, reflecting the overall philosophy of this work and elaborated on in the Methodology section.

The Doing

Table 5: The Final List of Management Activities derived from an examination of management literature

Key management activities (with references to literature)		
Establishing vision/strategy (Drucker, 1999; Macfarlane and Ottewill, 2001; Cole, 2004; T + D, 2008; Bielański et al., 2011; GWS, 2012; Zilliox, 2013)	Planning (Fayol, 1949; Juch, 1983; Luthans, 1988; Drucker, 1999; Naylor, 2004; Boddy, 2005; GWS, 2012;)	Setting local objectives to contribute to achieving organizational objectives (Juch, 1983; Drucker, 1999; Naylor, 2004; Witzel, 2009; Tyler, 2013)
Monitoring and Managing the local, national and international environment (PEST/LE) (Woodward, 1958; Burns and Stalker, 1961; Lawrence and Lorsch, 1967; Hersey and Blanchard, 1976; Macfarlane and Ottewill, 2001; Cole, 2004; Naylor, 2004; Witzel, 2009; Laesser, Beritelli and Heer, 2014; Giorgi, Lockwood and Glynn, 2015; Nazarian, Atkinson and Foroudi, 2017)	Implementing (Fayol; 1949; Naylor, 2004)	Balancing efficiency, effectiveness and equity (Naylor, 2004; T + D, 2008)
Developing organisational culture	Organising	Understanding what customers value,

(Macfarlane and Ottewill, 2001; Cole, 2004; T + D, 2008)	(Fayol, 1949; Juch, 1983; Drucker, 1999; Naylor, 2004; Boddy, 2005)	understanding what societies value and reflecting these in the organisation's values and behaviours (Macfarlane and Ottewill, 2001; Boddy, 2005; Bielański et al., 2011)
Devising structures and systems to optimise effectiveness and efficiency (von Bertalanffy, 1950; Trist and Bamforth, 195; Drucker, 1999; Cole, 2004;)	Controlling (Fayol, 1949; Luthans, 1988; Drucker, 1999; Naylor, 2004; Boddy, 2005)	Practicing Emotional Intelligence, acting intuitively. Mindfulness. (Mayo, 1933; Argyris, 1960; Likert, 1961; Peters and Waterman, 1982; Boddy, 2005; Bielański et al., 2011; MSC, 2014; Lewis and Ebbeck, 2014)
Developing/empowering employees (Stewart, 1967; Luthans, 1988; Guerrier and Lockwood, 1989; Drucker, 1999; Cole, 2004; Brady, 2011; Bielański et al., 2011; Waller, 2013; Tyler, 2013; Pollitt, 2014)	Leading (Mintzberg, 1973; Arnaldo, 1981; Boddy, 2005; T + D, 2008; Bielański et al., 2011; GWS, 2012; Zilliox, 2013; MSC, 2014; Wood, 2015)	Recognising human nature of business relationship – coaching, mentoring, counselling (Mayo, 1933, Maslow, 1954; McGregor, 1960; Argyris, 1960; Likert, 1961; Alderfer, 1972; Guerrier and Lockwood, 1989; Boddy, 2005;

		Witzel, 2009; Waller, 2013)
Applying new technology (Drucker, 1999; Cole, 2004; GWS, 2012)	Learning (Boddy, 2005; Coetzer and Redmond, 2011; MSC, 2014; Lewis and Ebbeck, 2014)	Communicating (Luthans, 1988; Mumford, 1988; Drucker, 1999; Brady, 2011; Bielański et al., 2011; Tyler, 2013)
Managing change (Drucker, 1999; Cole, 2004; MSC, 2014)	Connecting people (Mintzberg, 1973; Luthans, 1988; Drucker, 1999)	Practicing Diplomacy (Luthans, 1988)
Finding competitive advantage (Cole, 2004)	Disseminating information (Mintzberg, 1973; Arnaldo, 1981; Wood, 2015)	Writing reports, memos, instructions, guidance, procedures (Stewart, 1967)
Improving strategic thinking (Drucker, 1999; Macfarlane and Ottewill, 2001; Cole, 2004; T + D, 2008; Bielański et al., 2011; GWS, 2012; Zilliox, 2013)	Making decisions (Mintzberg, 1973; Luthans, 1988; Drucker, 1999)	Discussing issues, consulting (Stewart, 1967; Mumford, 1988)
Creating excellence (Cole, 2004)	Allocating and managing resources and getting the most from limited	Problem solving (Stewart, 1967; Juch, 1983; GWS, 2012)

	resources (von Bertalanffy, 1950; Trist and Bamforth, 1951; Stewart, 1967; Mintzberg, 1973; Arnaldo, 1981; Luthans, 1988; Guerrier and Lockwood, 1989; Naylor, 2004; Bielański et al., 2011; MSC, 2014; Wood, 2015)	
Modifying national cultures in multinational corporations – ensuring cross-cultural understanding and teamwork and managing diversity (Macfarlane and Ottewill, 2001; Cole, 2004; T + D, 2008; GWS, 2012; Nazarian, Atkinson and Foroudi , 2017)	Negotiating (upwards, downwards and sideways) (Mintzberg, 1973; Arnaldo, 1981; Drucker, 1999; Wood, 2015)	Taking part in and leading meetings (Stewart, 1967; Mintzberg, 1973; Arnaldo, 1981; Wood, 2015)
Developing learning and knowledge in the workplace (Stewart, 1967; Luthans, 1988; Cole, 2004; Coetzer	Dealing with conflict (Mintzberg, 1973; Thomas and	Representing the team/section/organisation internally and externally (Stewart, 1967; Luthans,

and Redmond, 2011; Brady, 2011; Bielański et al., 2011)	Kilmann, 1974; Arnaldo, 1981; Archer and Cameron, 2009; Bielański et al., 2011; Wood, 2015)	1988)
Recruiting, Selecting, Appraising, Disciplining and Dismissing staff (Stewart, 1967; Luthans, 1988; T + D, 2008; Bielański et al., 2011)	Encouraging creativity, innovation, and entrepreneurial activities (Mintzberg, 1973; Arnaldo, 1981; Drucker, 1999; Macfarlane and Ottewill, 2001; GWS, 2012; Zilliox, 2013; Wood, 2015)	Defining tasks and allocating people to tasks (Drucker, 1999; Waller, 2013)
Measuring and Evaluating activities (Drucker, 1999)	Taking responsibility for successes and failures in area of work (Drucker, 1999)	Marketing (Macfarlane and Ottewill, 2001; Bielański et al., 2011; GWS, 2012;)
Ensuring compliance (Guerrier and Lockwood, 1989; GWS, 2012;)	Managing risk (Bernadino, cited in De Roover, 1967; Origo, 1962 cited in Witzel, 2009)	Selling (Bielański et al., 2011)
Thinking	Breaking down	Environmental and

	barriers and encouraging collective support/collaboration (Luthans, 1988; Archer and Cameron, 2009; Zilliox, 2013; Pollitt, 2014)	energy cost reduction (Iguchi, 2012)
(Juch, 1983)		
Self-awareness (Bielański et al., 2011; Zilliox, 2013; MSC, 2014; Lewis and Ebbeck, 2014)	Supply chain management (Zilliox, 2013)	Financial management (Guerrier and Lockwood, 1989; Witzel, 2009; Bielański et al., 2011; GWS, 2012; Zilliox, 2013)
Health & Safety/Safety & Hygiene (Bielański et al., 2011; GWS, 2012)		

At a general level, the activities are colour coded as to whether they are process or people activities. There are, however, some areas mentioned in the texts, which might be considered qualities (the Thinking). These are marked in blue in this list, and then a discussion on these areas continues later in this section ('The Thinking'). It can also be explained here that these might be taken out of the list now that more work has been done on this research project, but at the time of first crafting the discussion and the Stage 1

Study, these were presented to the participants in the primary data collection, so it would seem dishonest to remove them now.

Justifying the split into people and processes, from the point of view of process, Slack, Johnston and Chambers (2010, P18) claimed '… all managers have some responsibility for managing processes'. Stepping back a level, the emphasis Cole (2004) favoured was as management itself as a process, with functions of that process being such things as planning and controlling etc. Therefore, management is a meta-process, managing processes. On people management, Drucker had a clear view about when management was needed (when an organisation became bigger than 300 people) and by saying that, he inferred that management of people is a key feature of management. In the discussion that follows, whilst people or process management might not be specified, the split between the two strands is justified by the attention to activities in both camps as part of a portfolio of management activities.

The foundation of the list of management activities above came from Cole (2004, P93), who summarised the major contributors to management theory with an analysis of texts from the 70, 80s and 90s and categorised them by management issue, so by what was recognised as a key role of management at the time. Here is Cole's (2004) list:

Table 6: Key Management Issues (Cole, 2004, P93).

Key management issue
Establishing vision
Managing the environment
Developing culture
Devising structures and systems
Developing/empowering employees
Applying new technology

Managing change
Finding competitive advantage
Improving strategic thinking
Creating excellence
Modifying national cultures in multinational corporations
Developing learning and knowledge in the workplace

All of Cole's (2004) key management issues can be seen in the final list, but some of the points were subsequently altered or enhanced by comparison with other literature. What follows is an attempt to show how reading of the literature, subsequent to laying the foundations with Cole (2004), led to a categorisation of management activities shown in the final list above.

Drucker (1999) said that when an organisation reached a certain size in terms of people, it would need managing. By virtue of its sheer number, a group of people will need management because it risks being a 'mob' if un-managed. This suggests that management of people is needed to give them direction and focus as a definition of a 'mob' is 'a riotous or disorderly crowd of people' (Collins, 2015), so one has to suppose that management would make the mob into an orderly and well-behaved group of people. Boddy (2005) agrees that management roles are defined by the growth of organisations. The above points suggest that the role of management is to 'control' as an organisation becomes too big, and potentially a mob, for one person (the owner) to oversee. This suggests a need for 'Controlling' to be included in the list of management activities.

However, this in itself cannot be why we need management or a reflection of what that management or those managers are actually doing, as no business just needs an orderly and well-behaved group of people, they need a group of

people who are working on activities that will be productive, make money, and help the business to grow. Drucker expands: 'beyond the first steps growth (of an organisation or a business) soon entails more than a change in size. At some point… quantity turns into quality.' (Drucker, 1999, P12). Quality here refers not simply to the production of something, but its production to a decent standard. Companies want to produce something 'good', or maybe not 'good', but what the customer requires and therefore the management of the processes needs to be effective in order to produce the 'right' results, that meet the customer requirements. The need for quality is reflected in the term 'Devising structures and systems to optimise effectiveness and efficiency' in the list. Also reflected here is the Systems School claim that one of the main activities of management was to balance and harmonise the use of physical resources with human resources and make sure the systems and processes using these resources were designed in such a way as to optimise production. The human resources element of this balance is reflected elsewhere.

Naylor (2004, P5) listed the 'essentials of management…planning, organizing, implementing and controlling' and expands on the core points: 'To manage is to forecast and plan, to organize, to command, to coordinate and to control.' (Naylor, 2004, P5). Note that these are quite general, and there is no obvious mention of people or process. This is a reiteration of Fayol's (1949) four main principles of management, and there are in fact many reiterations in the literature. Luthans (1988) describes these four principles as 'Traditional Management (planning, decision-making, controlling)'. Boddy (2005, PP13-15) lists the tasks of management as planning, organising, leading, controlling and learning (all in great loops/feedback loops and in the context of environment). Drucker talked about dividing the work of a manager 'into planning, organising, integrating, measuring and developing people.' (Drucker, 1999, P17). Juch (1983, P36) talked about a manager ''addressing himself to' (i) people and tasks and things; (ii) the what and how (= content and process); (iii) the level and quality of the addressing skills: for example clumsy, honest, eloquent, diligent'. This is a difficult activity to sum up and in

fact Juch (1983, P36) says that he had a large number of suggested words/activities for 'planning'/addressing, but these do not appear to be fully talked through. For the moment, Juch's term 'addressing' can be considered as planning, and from the discussion above, with shared views between thinkers clear, in the list can be seen 'Planning', 'Implementing', 'Organising', 'Controlling', 'Leading' and 'Learning' (although the latter is marked in blue) and to reflect Drucker's further points outside of the 'traditional' management activities: 'Measuring and Evaluating Activities' and 'Developing/empowering employees'. Building on this this last point, and on the general point of 'Learning', Coetzer and Redmond (2011) establish that the manager's role in determining appropriate training and development is key. This is reflected in 'Developing learning and knowledge in the workplace' in the list. Brady (2011) viewed the manager as the educator of the novice, a teacher/communicator. As well as contributing to the item above, this overlaps with 'Developing/empowering employees' and 'Communicating'.

Going back to Juch's (1983) point about 'addressing', one might ask what 'addressing' actually means, and in fact whether its meaning is too loose to be of use. 'Addressing' has a number of meanings in the English language, from writing an address on something to speaking to a group/audience, but in this case, as well as planning, could mean turning one's attention to, thinking about and seeking solutions to (an assumed problem). So, whilst 'addressing' does not appear in the list verbatim, there are a number of terms from 'Setting local objectives…' to 'Planning' to 'Organising' to 'Problem solving' which appear to cover this area. However, the act of 'turning one's attention to, or thinking about' something is perhaps not explicitly stated, and deserves to be, reflecting Ball's (1983, cited in Mumford, 1988) view that insufficient time is spent by managers on intellectual pursuits. 'Thinking' has therefore been added to the list of activities but will be addressed (!) in the next section.

Mintzberg (1973) said that a manager fulfills the following roles: Interpersonal (Figurehead, Leader, Connecter), Informational (Nerve centre, Disseminator,

Speaker), Decisional (Entrepreneur, Disturbance handler, Resource allocator, Negotiator) (Mintzberg, 1973, cited in Naylor, 2004, P10). Wood concurs that 'Many studies of what hospitality manager do have been conducted using the 10 managerial role categories identified by Mintzberg (1973): figurehead, leader, liaison, monitor, disseminator, spokesperson, entrepreneur, disturbance handler, resource allocator and negotiator' (Wood, 2015, P122). Arnaldo (1981, cited in Wood, 2015, P124) further supports these roles. Luthans (1988) included the decisional role, decision-making, in his category of 'traditional management' and Drucker (1999, P17) also talked about decision-making. From Mintzberg's (1973) original list, with parts supported by Luthans (1988), Drucker (1999), Arnaldo (1981) and Wood (2015), Leading has been noted, and the other activities are categorised as the following items in the list: 'Connecting People', 'Disseminating Information', 'Making decisions', 'Encouraging creativity and innovation and entrepreneurial activities', 'Dealing with Conflict', 'Allocating and Managing Resources', 'Negotiating…', and 'Taking part in and leading meetings'. Dealing with Conflict is a key part of Archer and Cameron's (2009) work emphasising the need for conflict management and collaborative management in times of uncertainty. Supporting the need for managers to deal with conflict, Thomas-Kilmann's (1974) Conflict Mode Instrument has been a key management tool (and taught in training sessions for managers) for forty years. On Negotiating, Drucker (1999) included sideways management, hence the expansion to 'Negotiating (upwards, downwards and sideways)'.

Stewart (1967) studied how managers spend their time and concluded that there were The Emissaries, The Writers, The Discussers, The Troubleshooters and The Committee Members. In the list we have 'Representing the team/section/organisation internally and externally', 'Writing reports, memos, instructions, guidance, procedures', 'Discussing issues, consulting', 'Problem solving' and 'Taking part in and leading meetings' to reflect these roles.

'Five key elements' of the manager's role are discussed by Naylor and are also reflected in the list: 'Achieving organizational objectives, within a changing environment, balancing efficiency, effectiveness and equity, obtaining the most from limited resources, with and through other people' (Naylor, 2004, P8). These points were included in the list as: 'Setting local objectives to contribute to achieving organizational objectives', 'Monitoring and Managing the local, national and international environment', 'Balancing efficiency, effectiveness and equity' and 'Allocating and managing resources and getting the most from limited resources' (some were changed in subtlety in consequent discussions). The need for 'Monitoring and Managing the local, national and international environment' is supported by Witzel (2009) who supported the idea that as times change, geographical expansion, expansion in size of companies and new technologies have made the management role a little more complicated. Giorgi, Lockwood and Glynn (2015) and Laesser, Beritelli and Heer (2014) as cited in Nazarian, Atkinson and Foroudi (2017) echo that there are a number of particular pressures in the hospitality industry, linked to which is the requirement for managers 'to be responsive to rapid changes in the market place' (Nazarian, Atkinson and Foroudi, 2017, P30). The Contingency Theorists also recognised the need to acknowledge the influence of different environments, and would support the activity 'Monitoring and Managing the local, national and international environment' in the list. Macfarlane and Ottewill (2001) give specific guidance for curriculum design, development, delivery and appraisal for business studies students and they include a need to cover/understand the business environment. They would support other entries in the list, including the importance of understanding cultures (organisational and national), which could be included in the items 'Modifying national cultures in multinational corporations – ensuring cross-cultural understanding and teamwork and managing diversity' and 'Developing organisational culture'. Macfarlane and Ottewill (2001) also include ethics, strategy, marketing and innovation and entrepreneurship, included in the list as: 'Understanding what customers value, understanding what societies value and reflecting these in the organisation's values and

behaviours', 'Establishing vision/strategy', 'Improving strategic thinking', 'Marketing', and 'Encouraging creativity and innovation and entrepreneurial activities'.

Managers use resources to create value and 'Good managers understand what customers value' (Boddy, 2005, P8), highlighting the manager's external relationship with the market. This is in the list as 'Understanding what customers value, understanding what societies value and reflecting these in the organisation's values and behaviours'. This item in itself shows the nuancing of the items in the list to reflect the theorists' entries. Here the external and internal balance a manager must be aware of, for both ethical and strategic reasons is highlighted, and it is believed that the items in the list are an appropriate amalgamation of the subtle differences and enhancements of each theorist's or practitioner's understanding of the management role.

Mayo (1933) and the Hawthorne studies (part of the Human Relations/Psychology School of the 1920s to 1950s), concluded that it was important for managers 'to pay attention to the emotional needs of subordinates.' (Boddy, 2005, P57), thus adding 'Practicing Emotional Intelligence, acting intuitively. Mindfulness', and 'Recognising human nature of business relationship – coaching, mentoring, counselling' to the list. In support of both inclusions in the list, as well as supporting the Human Relations and Psychology School, and particularly Likert (1961) and Argyris (1960), Peters and Waterman (1982) encouraged managers to consider their employees as 'emotional, intuitive and creative social beings' (cited in Boddy, 2005, P62) in order to get the most out of them. Alderfer (1972, cited in Boddy, 2005, P58) (along with Maslow (1954) and McGregor (1960)) also thought it was important to integrate human needs with those of the organisation. Witzel (2009) may call this supervision (including welfare and wellbeing), recognised as one of the key tasks of a manager. Witzel also considers financial responsibility, and executing plans/projects to achieve the objectives of an organisation/business owner as key tasks. 'Financial

management' is in the list, as is 'Setting local objectives to contribute to achieving organizational objectives'. Going back to the human side of the management relationship, Waller (2013) listed key management skills as delegating, empowering, building relationships, motivating, coaching. These are all in the final list but as specifics. So motivating and delegating are not there, but 'Developing/empowering employees', 'Defining tasks and allocating people to tasks', 'Recognising human nature of business relationship – coaching, mentoring, counselling' are there in an effort to evidence the deeper behaviours/requirements behind these possibly overused and general phrases.

Luthans (1988) added 'Communicating' to the list of management activities, as supported by Mumford (1988, P191): 'if individuals cannot explain themselves, their problems and what they have to offer the group, the chances of getting effective responses are reduced'. Luthans (1988) also considered Networking and HRM to be key activities, but both are quite general, and are reflected more specifically in the list, networking as: 'Representing the team/section/organisation internally and externally', 'Practicing Diplomacy', 'Connecting people' and 'Breaking down barriers and encouraging collective support/collaboration'. Referring to the point about 'breaking down barriers' as part of networking, this is explicitly claimed as a key management responsibility by an organisation's planning of an internal company training programme which sought to encourage management behaviours to 'eliminate any perceptions of a "them and us" management culture and to instil a "can do" attitude across the workforce' (Pollitt, 2014, P20). The latter point is supported by the inclusion of Developing/empowering employees in the list. The idea of 'Breaking down barriers…' being a key management activity is also supported by: 'Ultimately, (the training programme) helps our leaders increase the effectiveness of their teams by working through conflict and building collaboration.' This encouraged activity means that managers 'are better prepared to drive

business results by targeting high-priority projects and delegating tasks.'
(Zilliox, 2013, P69)

Luthans' (1988) general inclusion of HRM as a management activity is reflected more specifically in the list as: 'Recruiting, Selecting, Appraising, Disciplining and Dismissing staff', 'Developing learning and knowledge in the workplace', 'Allocating and managing resources and getting the most from limited resources' and 'Developing/empowering employees'. The last is supported by Drucker (1999) and Pollitt (2014), as noted previously, and further in Drucker's (1999) point that only human resources are capable of enlargement: 'People, alone of all resources, can grow and develop' (Drucker, 1999, P39). Whilst this means that physical, financial and technological resources may require a straightforward activity of using them appropriately, within the constraints set by senior management, there is some skill in managing human resources.

All of the points in relation to HRM were supported by Stewart's work, examining managers' activities, and her conclusion: 'They spend most of their time interacting with other people rather than thinking well-organised thoughts.' (Stewart, 1967) and the HRM features are supported by the Systems School's consideration that management should balance the management of human resources with physical resources (mentioned previously) to achieve the correct balance. However, these 'soft' HRM features do not perhaps capture the actual overseeing of employees' tasks on a day-to-day basis (as they favour human relations as opposed to productivity) and that is in the list as 'Defining tasks and allocating people to tasks' to better reflect the need for a hard outcome of the balance of resources. On this last point, Drucker includes this in his list of five operations of management: setting objectives, organising by defining tasks and allocating people to tasks. Drucker said that a manager also 'Motivates and communicates, Measures and Develops people' (Drucker, 1999, P20-21). These further points have been reflected already, with the setting of objectives

included in the item 'Setting local objectives to contribute to achieving organizational objectives' to show that a manager will in fact set their local objectives linked to the strategic objectives of the organisation.

Drucker also said that '(management) practice is based both on knowledge and on responsibility' (Drucker, 1999, P26) so 'Taking responsibility' has been added to the list and as 'achievement rather than knowledge remains, of necessity, both aim and proof.' (Drucker, 1999, P24) and his inclusion (and inclusion in the list) of the 'Measuring...' item reflects the need to aim for achievement, the 'Taking responsibility' item includes taking responsibility for successes and failures.

Drucker (1999, P42) adds the dimension of time to management. Managers need to balance the short and the long term. 'Good' or 'effective managers should not make short or long-term decisions to the detriment of the company in the long-term or short-term respectively. An effective manager should manage the current for the maximum efficiency but also be aware of enterprise/entrepreneurship and thinking about what can be done differently and implementing the necessary changes. These points are reflected in the listing of the current, operational or short-term tasks (as per Drucker's list discussed previously) and by the following: 'Establishing vision/strategy', 'Improving strategic thinking', 'Applying new technology', 'Managing change' and 'Encouraging creativity and innovation and entrepreneurial activities' to reflect the longer-term view required. MacFarlane and Ottewill's (2001) curriculum setting also supports these longer-term, externally focussed activities.

The standards that the MSC (2014) lists incorporate the areas of 'Managing self and personal skills; Providing Direction; Facilitating Change; Working with People; Using Resources and Achieving Results' (MSC, 2014) and these have arguably been incorporated in the list in various specific items, apart from perhaps with explicit attention to 'managing self'. This, in line with the

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emphasis already on emotional intelligence and with reference to the recent interest and attention to mindfulness (Lewis and Ebbeck, 2014, reflected the emphasis on mindfulness in leadership) has been translated in the list as 'Self-awareness', 'Practicing Emotional Intelligence, acting intuitively. Mindfulness' and 'Learning'. This area of self-management and the role of the manager as self or individual is of course interesting in light of the discussion in 'No Management is an Island' with regard to whether there is place for the id or ego in a co-dependent relationship where the manager is subject to the requirements and expectations of their stakeholders. Managing self could also refer simply to basic skills such as time management, punctuality and self-control. These are not considered management skills however, in that they do not reflect the co-dependent relationship between manager and employee as discussed previously, and could be behaviours expected of the technical specialist as discussed in the section on Universality and Specificity. On self-management, Zilliox (2013) carried out a study of CONAGRA's training programmes and found that, 'Common to each program is: Developing an improved understanding of self; Leading others; A strategic understanding of the business' (Zillox, 2013, P68). The list includes 'Leading' and 'Establishing vision/strategy' and 'Improving strategic thinking' and an improved understanding of self supports the inclusion of 'Self-awareness' although whether it is better described as a thinking skill rather than an activity is to be discussed later.

Bielański et al. (2011) looked specifically at spa management (and their methods are reflected on in the Methodology section of this research project due to the similar context to this research). In their study 'The managers indicated leading tasks i.e.: sales and marketing. Furthermore, in all countries the duties assigned to the management were: finances, human resources, strategic planning.' (Bielański et al., 2011, P162). The group went on to provide a list of important skills for managers and the skills that were considered the most important: Rhetoric/Presentation/Communication, Sales, Conflict resolution with customers, Recognition of customer expectations,

Team Leading , Human Resources, Self-management, Privacy and Confidentiality, Knowledge Management, and Hygiene (Bielański et al., 2011). Whilst the vast majority of the above has appeared in the list already, albeit in more specific or nuanced ways, there are some additions here, which may reflect the context of the study: 'Selling', and 'Health & Safety/Safety & Hygiene' have been added to the list. The latter point is supported by The Global Spa and Wellness Summit (2012), which carried out a review of what were considered, in Europe, to be the top five job responsibilities and found that they were Operations Management; Setting service standards; Customer service/guest relations; Human resources and Safety/hygiene. Whilst 'operations management' is vague here, the number of other tasks and activities listed in the model covers this. Service standards, customer services and human resource tasks (again vague) are arguably covered. This example from the spa industry does prompt us to return to the discussion about Universality versus Specificity carried out in 'No Management is an Island' however. As there may be certain aspects of our management behaviors/activities which take priority in certain areas of work, as opposed to others, and in fact in other areas of work there will be different priorities. Thus, for a spa manager, safety and hygiene will be of clear importance where water-borne infections are possible and chemicals, lotions etc. are used as a part of the everyday tasks carried out in the place of work. Similarly, food hygiene will be important in Food and Beverage, but this attention to hygiene will be of lesser importance in front-of-house. One might argue once again that this is not a management responsibility, but rather a specific skill that is owned by a specialist in a specific subject area. This difference between Universality and Specificity is of course debated in this research, as it has been throughout this Literature Review.

Again in the context of the hospitality sector, Iguchi's study including People 1st's (2009) account of managerial skills gaps considered soft skills to be lacking, but also more practical skills and awarenesses such as 'environmental and energy cost reduction' (Iguchi, 2012, P5). Whilst the term

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'soft skills' is often used to cover the range of people-directed skills or more human resource matters (and which are labelled in green in the list of activities), the practical skills tend to cover task allocation, planning and organization. This direct and very specific reference to <u>environmental and energy cost reduction</u> has not been included in the list thus far. Therefore, whereas the reference to '<u>Monitoring and Managing the local, national and international environment (PEST/LE)</u>' does imply an attention to environmental concerns, trends and laws, this specific activity has been added to the list as it has been explicitly stated here.

When People 1st (2009) were putting together its Management and Leadership course, as it is a training company, the skills they felt it necessary to include were: 'Assertiveness, Coaching Skills, Franklin Covey's 7 Habits of Highly Effective People, Interviewing Skills, Leadership and Motivation, Management 1st, Managing Team Meetings, Performance Management, Recruitment and Selection, Time Management and Delegation'. (Iguchi, 2012, P10) All of these have been included in the list of activities, either explicitly or implicitly, apart from assertiveness. This could however be considered a skill to achieve the activities of a manager, and is considered in the 'Thinking' section later.

'In Guerrier and Lockwood's (1989) study managers saw the development and care of their staff as a central part of their role whereas staff saw management as being rather critical, autocratic and controlling (Wood, 2015, P121). Hotel managers thought it important to offer emotional support – counselling, but senior staff expect more task-based activity such as meeting standards, dealing with customers and staffing, and financial management. Whilst the difference between managers and staff's responses to the role of management is interesting (and reflected on in the Methodology of this project), this confirms items already in the list and adds '<u>Ensuring compliance</u>'.

Zilliox described CONAGRA's training course (called 'Foundations of Leadership') and that includes sessions on supply chain, finance, and research, quality and innovation. Again, the majority of the above has been included in other areas, but 'Supply Chain Management' has been added, as it has not been mentioned elsewhere.

A study of BB & T University, Winston-Salem, North Carolina. (BB & T is a bank, so this is the bank's 'learning arm') revealed that: 'It stratifies leaders into three levels based on their leadership responsibilities. Level 1 is for supervisors or team leaders who work under close direction of another manager. It focuses on topics such as leadership fundamentals, HR policy, cultural pieces of the leadership process, and diversity training. Level 2 is for managers of work teams and functional departments, who receive advanced leadership skill and total quality management training. Level 3 is geared towards managers of managers who are more strategically focused…' (T + D, 2008, P52) These behaviours/activities are already reflected in the model, as leading, human resource management (many relevant points), management of culture (however, managing diversity has been added to the entry on cultural awareness so it becomes 'Modifying national cultures in multinational corporations – ensuring cross-cultural understanding and teamwork and managing diversity').

The aforementioned GWS report (GWS, 2012) does include some interesting notes about the difference in responsibilities between regions and types of spa. Cultural awareness is seen as very important for managing in different countries, and in a smaller day spa, managers need to act as entrepreneurs (as if it's their own business). Nazarian, Atkinson and Foroudi (2017) also note the connection between culture (both national and organizational) and carry out very similar work to this research, questioning 236 participants (a quantitative study) based in London. The value of this is that there is a diversity of cultures working in one place in London (and in service sector businesses (see 'Context')) so arguably a good range of views can be

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obtained, and any commonalities between these views will be meaningful cross-culturally. Again, the cultural point is included in the list of management activities, as 'Modifying national cultures in multinational corporations – ensuring cross-cultural understanding and teamwork and managing diversity'.

Specifically, GWS' report (GWS, 2012, P16) identified the training priorities for the future (and these can therefore be seen as required management activities). These were, Strategic planning skills, IT skills, Public relations/promotional skills, Revenue management skills, Legal/regulatory compliance, Financial management/accounting skills and Sales/marketing/retail skills, Leadership; and Problem-solving (GWS, 2012, P16). All are in the list.

Managers ' have to be able to give feedback, communicate effectively, observe and know what to look for, and set goals and performance standards' (this is Ken Victor, partner at Edgework Leadership Group, a leadership development firm in Quebec) (Tyler, 2013). The majority of these activities are reflected in the work so far. The idea of 'observing' is perhaps less well developed so far, and may reflect the difficulty in identifying when a manager is explicitly 'observing'.

Finally, Mumford (1988, P46) said that asking questions was important. Train managers to ask the 'right' questions. Or is it just about trusting others to give them the necessary information rather than thinking they have to come up with the answer themselves.

Wood asked 'What do hospitality managers do?' (Wood, 2015, P120) and reported that 'Nailon (1968) found that British hotel managers engaged in a much larger number of activities than counterparts in other industries, spending considerable time in direct supervision of staff, contact with customers and continuous monitoring of their unit through brief contacts with personnel and regular movement about the establishment.'. 'There is a strong

tradition in hospitality – hotels in particular – of senior management being action oriented in their management practice that is, physically mobile within their unit and, to marshal two clichés, 'hands on' and 'walking the talk'. (Wood, 2015, P120) Worsfold (1989, P50 cited in Wood, 2015, P121) quotes a respondent: 'It's pointless the general manager sitting behind his desk all day, he needs to be out and about encouraging his staff.' This 'Activity-based behaviour' (Wood, 2015, P121) rather than helping to add to the list of activities, does instead reinforce its existence, as the role of a hospitality manager is summed up here as an active role. Much of what is discussed by Wood does seem to be operational as opposed to strategic management, and this could reflect a more reactive nature in hospitality management.

The active role of the manager, and especially the hospitality manager, has been detailed here, and a concluding list of management activities established for testing in the primary data collection. Some overlaps or questions about whether points mentioned are in fact activities, or belong in the more universal, philosophical or 'thinking' layer of management have been raised, and these will be reflected in the next section, 'The Thinking'.

The Thinking

Having considered management activities (and in fact recognised where there may be some items in the list of activities that would be better placed in the Thinking section), this work moves on to considering those 'Thinking' qualities. This is in order to identify what may lie behind the philosophy of management and be the guiding principle for management behaviours/activities, as denoted in Figure 4 .

Bernadino of Siena (friar and saint, 1440) commented on the qualities of a manager as efficient, hardworking, accept responsibilities of his position, willing to accept and assume risks (Bernadino, cited in De Roover, 1967; Origo, 1962 and cited in Witzel, 2009, P12). Witzel added that managers should be knowledgeable, able to organise, capable of managing across distance (Witzel, 2009, P16). Here lies the difficulty in extracting the thinking skills from the behaviours and activities. What is being 'efficient'? What skills and activities does that entail? We can see when someone is being efficient, in that they get a job done and use the appropriate resources in an appropriate way to achieve objectives. Someone who is hardworking could be seen, but only by the hours worked, which of course may not be a sign of efficiency. And so the debate could continue. However, some qualities can be drawn out, that are not represented in the activities list in the previous section (Risk Management has been added to that list). Admittedly, Drucker (1999) talked about taking responsibility and this was put in the activities list, but there is a quality/a character about taking responsibility that is not just an activity. Witzel's comments about efficiency (meeting objectives), ability to organise and managing across distance have been discarded as being more about the 'doing' and are already in the list of activities. Being 'knowledgeable' is vague, but could relate to the manager as learner, as well as to the manager having the specific knowledge to teach and advise their staff. This again is an observable activity and is included in the list of activities, but 'learning' requires more attention. As previously discussed, is it a quality to be willing to learn and to learn. Also, learning is implied in

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MacFarlane and Ottewill's (2001, P68) point: '…it is widely recognised that the habits of reflective practice … are highly valued by employers (e.g. Stephens et al., 1998; Fitzgibbon and McCarthy, 1999)'. As reflection is included in Kolb's (1984) Learning Cycle, Learning can be seen to include reflection. Thus we start to build a list of 'Thinking' skills, separate from the 'Doing':

Accepting responsibilities (Bernadino, cited in De Roover, 1967; Drucker, 1999; Origo, 1962, cited in Witzel, 2009)
Learning and Reflection (Kolb, 1984; MacFarlane and Ottewill, 2001; Witzel, 2009;

The Global Wellness Summit report (GWS, 2012, P21) detailed the top skills and characteristics required of spa managers in Europe as:

- Leadership
- Teamwork
- Time management/multi-tasking
- Communication and interpersonal skills
- Problem solving

All of the above have been included in the list of activities, but one might question now whether leadership is an activity or a quality, evidence of a thinking process as opposed to a doing process. The other quality here may be problem solving. What can we draw out of this in terms of management qualities? Here, what does 'leadership' really mean? It was in the list of activities, the doing, but it is not necessarily a manifestable activity, and so should be in the list of qualities, although again it seems that the essence is missing. All of the other points in the list appear to be the doing rather than the thinking, apart from problem solving, but as discussed above, what that actually means is difficult. Could it be learning from experience and applying that to a similar issue in order to reach a resolution? Is it critical thinking? Drucker (1999) may help us here in that he talks about the skills needed as analytical ability…integrity…human perception and insight... integration and

synthesis (Drucker, 1999, PP21-22). These appear to support the need for critical thinking with a human approach and the ability to apply learned experience/scenarios to a problem.

The list of qualities becomes:

Accepting responsibilities (Bernadino, cited in De Roover, 1967; Drucker, 1999; Origo, 1962, cited in Witzel, 2009)
Learning (Kolb, 1984; MacFarlane and Ottewill, 2001; Witzel, 2009)
Leading (GWS, 2012)
Critical Thinking (Drucker, 1999)

Dalton (2010) considers various approaches and offers 'an amalgam of the insights' (P28) to offer a model of the effective manager as having the following skills:

- Technical/professional competence
- Self-awareness
- Social and interpersonal skills
- Emotional understanding
- Thinking skills
- Political skills (Dalton, 2010, P29)

Apart from the 'technical/professional competence' which reflects the discussions had around specific skills and in fact could be seen as activities (although they could also be linked to 'knowledge' required) these are more easily understood as qualities, rather than activities. The underlying principles behind management and Dalton's (2010) contribution supports adding a more personal flavour to the list of qualities, which becomes:

Accepting responsibilities (Bernadino, cited in De Roover, 1967; Drucker, 1999; Origo, 1962, cited in Witzel, 2009)
Learning (Kolb, 1984; MacFarlane and Ottewill, 2001; Witzel, 2009)
Leading (GWS, 2012)

Critical Thinking (Drucker, 1999)
Self-awareness (Dalton, 2010)
Emotional intelligence (Dalton, 2010)

Juch (1983) comments that, in learning to learn, a manager needs 'self-awareness, initiative, self-direction, and self-control' (Juch, 1983, P4). Admittedly the ideas of self-awareness, emotional intelligence and thinking have previously been discussed in the activities/doing section (and were left in the original list as an honest reflection of the phases that this research followed), and one could argue that a manager could demonstrate these qualities in clear, interpersonal interactions with staff, but they are more appropriately based here.

As previously discussed in the 'Doing' section, when People 1st (2009) were putting together its Management and Leadership course, they included 'Assertiveness' in their list of required skills. Assertiveness is surely a quality as opposed to an activity. It is not measurable in itself, but is a quality that is used in the achievement of goals. One might argue however that assertiveness is not an 'out of the box' skill, and that it is thinking about when to be assertive, in line with one's own wants and needs and in line with one's relationship with others (Bishop, 2005) that is the skill, and therefore that this is covered by self-awareness and emotional intelligence in the list.

Accepting responsibilities (Bernadino, cited in De Roover, 1967; Drucker, 1999; Origo, 1962, cited in Witzel, 2009)
Learning (Kolb, 1984; MacFarlane and Ottewill, 2001; Witzel, 2009)
Leading (GWS, 2012)
Critical Thinking (Drucker, 1999)
Self-awareness (Juch, 1983; People 1st, 2009; Bishop, 2005; Dalton, 2010)
Emotional intelligence (Juch, 1983; People 1st, 2009; Bishop, 2005; Dalton,

2010)

Arguably, self-awareness and emotional intelligence, combined with other key qualities should lead to assertiveness, and to the behaviours (negotiation, persuasion, obtaining collaboration, teamwork etc.) that follow.

MacFarlane and Ottewill (2001) list the desirable qualities, or personal and social attitudes as flexibility, negotiation and persuasion, creativity and team working as well as a positive attitude to both change and entrepreneurial risk. Once again, there is a difficult distinction to make here between evidenced or observable management activities and the underlying philosophy, and one could argue that only flexibility, open attitude and creativity are true qualities.

Juch (1983, P83) describes his HAIR model, standing for Helicopter, Analysis, Imagination, Reality) and talks about requirements that are beyond activities and acquired skills. Instead, he talks about 'basic drives and mental powers' and he specifically discusses the need for a manager to be 'an excellent interactor with his environment. He should have inborn qualities for transactions and negotiations and be a good communicator, motivator, and inducer of co-operation and participative decision –making whenever required' (Juch, 1983, PP84-85). Again we might question whether these are all qualities (interesting that he says they should be 'inborn') when they are manifested in clear behaviours, but there is an argument that these behaviours/activities are the product of an essence in management that is difficult to identify. It is a sort of all-encompassing ability to see the situation, the need, and the way through difficulties. Muller (1970), who Juch (1983) refers to, rather nicely details this. Muller (1970, cited in Juch, 1983, P79) identified four basic qualities of a manager:

'(1) Power of Analysis: the ability and drive to transform, break down, or reformulate an apparently complicated problem into workable terms; and continue the analysis of the problem until all the relevant aspects have been thoroughly and critically examined.' We could consider this Critical Thinking.

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'(2) Power of Imagination: the ability and drive, while remaining pragmatic, to discern the various possibilities and alternatives which are inherent in one's problem field but which are not obvious to less perceptive observers'. We can add this as Imagination, and it echoes MacFarlane and Ottewill's inclusion of 'Creativity'.

'(3) Sense of Reality: the ability and drive to select objectively and un-emotionally, without becoming unimaginative, a sound and practical solution and display an intuition for the right course of action.' We could add Reality and Objectivity, but we have also previously recognised the need for an emotional response in terms of understanding one's own and other's potential emotional responses. This does suggest an overview of the situation though, rather than leading to an emotional reaction.

'(4) the 'Helicopter Quality': 'able to see the relevant detail and simultaneously raise his mind above the present and local tumult.' Again, this is Objectivity.

All of the above leads to the list of qualities as follows:

Table 7: The Final List of Thinking roles derived from an examination of management literature

Accepting responsibility (Bernadino, cited in De Roover, 1967; Drucker, 1999; Origo, 1962, cited in Witzel, 2009)
Learning (Kolb, 1984; MacFarlane and Ottewill, 2001; Witzel, 2009)
Leading (GWS, 2012)
Critical Thinking (Muller, 1970)
Self-awareness (Juch, 1983; People 1st, 2009; Bishop, 2005; Dalton, 2010)
Emotional intelligence (Juch, 1983; People 1st, 2009; Bishop, 2005; Dalton, 2010)
Imagination (Muller, 1970; Juch, 1983; MacFarlane and Ottewill, 2001)

| Reality (Muller, 1970; Juch, 1983) |
| Objectivity (Muller, 1970; Juch, 1983) |

At the end of this analysis of the literature on the thinking aspects of the manager role, the question is whether these are the skills that equip a manager to produce all of the activities listed in the previous section and they are consequently tested further in the primary data collection, and used to agree a balance of the doing and thinking skills to clarify the idea posited in Figure 4 of the division but combination of the two areas.

Conclusion

At the end of this section, it is worth summarising progress so far and highlighting the research questions for this research project.

The 'Management as Learning' section led to a proposal that management itself is a process of learning and that the externalisation of training and development to the management activity and thought process can be problematic. As management theory and studies have learned from the past (and the work provides and updates a historical view of management as linked with society), and from experience, so too will and should the manager. Thought and Activity as a manager are bound seamlessly together.

The section entitled 'No Management is an Island' put forward the view that a manager is not an individual player but is absolutely co-dependent on the organisation, employees and society for their existence, and that an awareness of this co-dependency would contribute to effective management. The section also asks readers to think about the constituent parts of the management role but suggests that there is a separation between management skills and specific technical skills that is under-recognised in society.

The Doing and Thinking section continued the discussions in the previous sections, looking at the separation between learning/thinking and management activities, in order to gain a true idea of the constituent parts of the manager's role.

The work so far has met or contributed to the first two objectives: the rehearsal of the difficulty in defining management in contemporary life, and the challenges therefore in seeking an 'absolute' when it comes to understanding what makes for good management.

The literature review lays the foundations for the research's contribution to theory by identifying three key fundamentals of management and therefore filling a gap in the general management literature with regard to the conceptualisation of management.

This use of the key discourses in the primary data collection is discussed in the Methodology section. The main research question, and aim of this research, is whether these three discourses can contribute to a framework for understanding management in the 21st century, and to recommendations for the development of managers in the hospitality industry.

The Literature Review used general management literature to establish the key fundamentals of management, and the research study as follows applies these key fundamentals in the hospitality industry. The need for more guidance for managers in the hospitality industry has been supported (People 1st, 2009, 2012, 2013a; Iguchi, 2012; Wood, 2015) in the Context sub-section of the Rationale and Contribution section and is supported further in the Methodology section, where this research is benchmarked against other research in hospitality to support its approach and credibility.

Methodology

Summary

The research takes a critical social constructivist viewpoint, and uses a complementary phenomenological strategy. The data collection and analysis is qualitative and inductive, taking data from 32 semi-structured interviews with employees and managers in eight 4* and 5* hotels, split between a Stage 1 Study and a Stage 2 Study. The data collected is triangulated to make recommendations for training and development of managers in the hospitality industry, to meet the aim and objectives of this research study.

This approach is justified in this section, which is structured around 'the five phases that define the research process' (Denzin and Lincoln, 2013, P24), beginning by acknowledging the researcher's influence on the process, followed by a discussion of the paradigm, strategy, data collection and analysis methods, and finally 'the art, practices and politics of interpretation' (Denzin and Lincoln, 2013, P24). These phases are reflected in the structure diagram at Figure 5, which includes notes on the characteristics of this particular research project.

In the process of deciding on the appropriate approach, alternative strategies of ethnography, case study and grounded theory are discussed, and some aspects of these are recognised as valuable to bear in mind in the general approach to research, but rejected as blanket approaches. Quantitative data collection models are rejected also, in favour of qualitative data collection models and tools, again with justification.
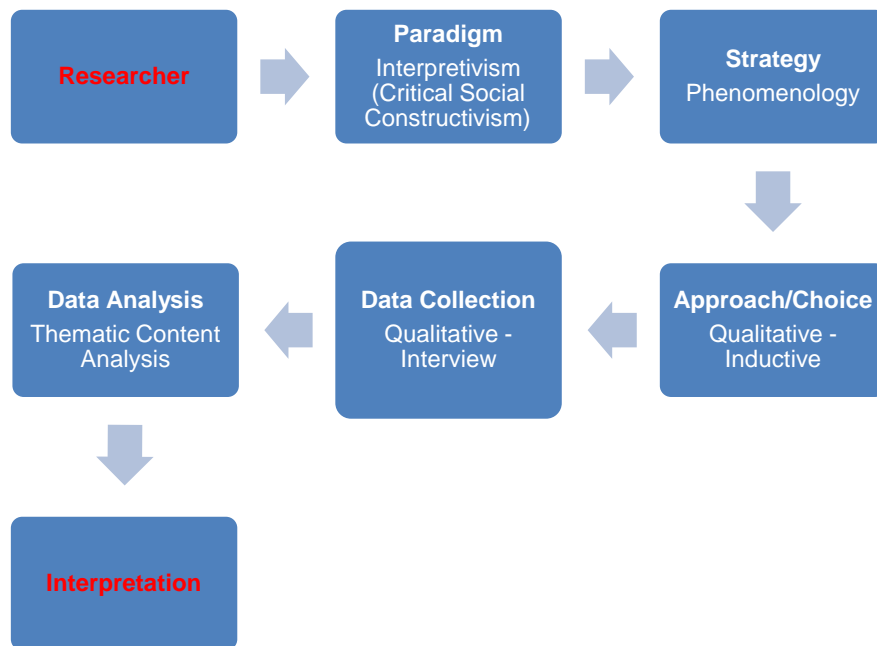
Figure 5: Structure of the Methodology Section (Source: Author's Own)

Paradigm

The discussion starts with the researcher's beliefs about research (her ontological and epistemological viewpoints) and her interpretation of the literature. These are key to the whole process as they form the interpretive framework or paradigm for the research: a 'basic set of beliefs that guides action' (Guba, 1990a, P17, cited in Denzin and Lincoln, 2013, P26).

The research question/s resulted from the researcher's interest in management, having been a manager for a number of years. The researcher cannot escape her own formative experiences (Mandelartz, 2012), and this research considers an emic or insider view to be inevitable, and this insider view having an impact on the ontological viewpoint of this research unavoidable.

The researcher, also from a number of years in management, has a respect for the challenges of management and those tackling the challenges, contrary

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to negative responses (Witzel, 2009; The Guardian, 2018) and this is a driver for this research, as discussed in the 'Rationale' section.

From Denzin and Lincoln's (2013) point of view, this personal interest is a given: 'Behind these terms (ontology, epistemology and methodology) stands the personal biography of the researcher, who speaks from a particular class, gendered, racial, cultural and ethnic community perspective. The gendered, multiculturally situated researcher approaches the world with a set of ideas, a framework (theory, ontology) that specifies a set of questions (epistemology), which are then examined (methodology, analysis) in specific ways' (Denzin and Lincoln, 2013, P23). A subjective epistemological approach is therefore expected and respected, from the researcher's point of view. This acceptance and awareness of the subjective approach is discussed further in the choice of strategy.

Interpretation of the literature also forms the basis of this research and the conclusion from the literature is that management integrates a number of influences and needs (individual, organisational, societal) and the relationship or co-dependency between the influences and needs at the 'point of combination' (see Figure 6), determines the nature of management.
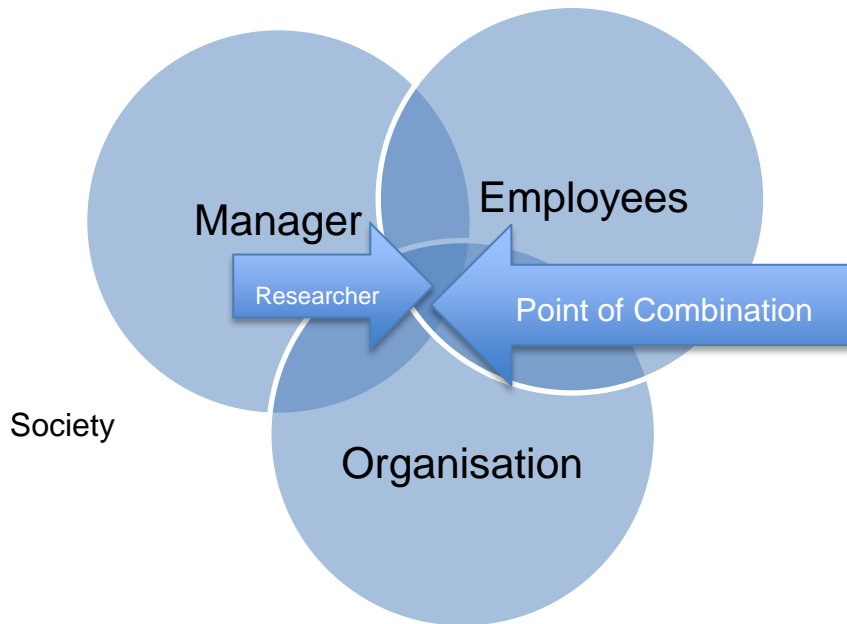
Figure 6: The Socially Constructed Relationship of Management (Source: Author's Own)

This 'point of combination' is a socially constructed relationship, and therefore this research comes from an ontological viewpoint that understands the world as the product of a number of different perspectives working together to create this 'liveable-with' (therefore socially, mutually constructed) norm. This leads to recognition of the social constructivist philosophy at the heart of this research.

Only those who experience the phenomena of this socially constructed relationship at the point of combination can comment on it (the importance of the emic or insider point of view of the participants echoing the emic or insider view of the researcher). However, to elaborate on the philosophical approach of social constructivism, the phenomena that people experience at the point of combination (management) is not in the personal zone of relationships and is bounded by societal and organisational expectations. To explain, in management situations, we cannot act completely as we would like and as our personal mores would have us act; we need to act in a way that is acceptable to those surrounding us (these are the boundaries of the socially

constructed relationship). The intention of our actions is impersonal also, they should achieve the business's objectives overall, and result in an effective integration of different influences at the point of combination (as discussed in the literature). Thus, the subjective, emic or insider viewpoint is tempered by the need to make things happen, to build processes and structures that help in the interpretation of the needs and goals of the business. Thus, the subjective viewpoint is appropriate in learning people's place in the business/management zone, but personal, societal interpretivism is not appropriate, and the social constructivist angle is preferable.

The people with experience of the point of combination will be visited in their world, and asked questions regarding management in that world. Thus, the practitioner's or insider's narrative on management will be collected, compared, and contrasted with the literature that formed the basis for the discussion of the socially constructed relationship. The literature was mostly formed from the academic's narrative on management. This comparison deepens the philosophical approach. McDowall and Saunders (2010) make the argument that: 'A <u>critical</u> realist perspective goes … further by using the interpretation of data to subsequently question and revise theories that have guided the research.' (McDowall and Saunders, 2010, P614). There is a risk that a social constructivist seeking personal input, describing ideas and coming up with theories might be overly descriptive. This approach might lack a 'closing of the circle' (where does the research connect with the theories that must have been established as a result of an investigation of the foundational theory and literature that led the researcher to come up with the research questions in the first place?). However, this research incorporates a 'critical' eye into the research process, examining the participants' input into this research through the lens of the three strands of theory that have been established through the Literature Review and then comparing the primary data collected with the literature to 'subsequently question and revise theories that have guided the research' (McDowall and Saunders, 2010, P614). Thus, the circle is closed and consequently the research is <u>critical</u> social

constructivist. This approach is justified and necessary because '…the structured systematic neatness proposed by many past managerial theorists not only has no connection with what managers currently do, but has no sensible connection in many circumstances with what managers ought to do' (Mumford, 1988, P145). The insider or subjective view is required as a contrast to the academic or objective literature (as discussed in the 'Management as Learning' section with regard to the provenance of the management schools of thought). The value of the insider view is also supported by Nazarian, Atkinson and Foroudi (2017, P24) who measure effectiveness of 'the resources and processes from an internal standpoint' and finally, 'perception-based, consensus-oriented assessment is proposed as a valuable tool for evaluating and improving training and development activity.' (Krishnaveni and Sripirabaa, 2008, P121), relevant as guidance with regard to training and development activity is the future intention for this research.

Strategy

The choices made thus far (a critical social constructivist study) still leave room open for a variety of routes to achieve the end goal of understanding management in the hospitality industry in line with the three discussions of management. The human-centred approaches (as the research philosophy is interpretivist, social constructivist) of Ethnography, Case Study and Grounded Theory are considered and discussed with the aim and objectives of the research in mind, before the argument for using a phenomenological approach is presented.

Ethnography

Dalton (2010) believed, in response to the difficulty in conceptualising management that 'there is a need for much deeper ethnographic research into the management process at the policy levels of the organisation to describe the behaviours involved.' (Dalton, 2010, P28).

Ethnography is perhaps the most humanistic and naturalistic research strategy, requiring an immersion of the self in a group to study the behaviour, language etc. of a group of people in order to come to conclusions about a shared culture. The researcher would find out and describe, in quite a narrative way, how the culture works (Creswell, 2013).

The danger of this approach is that it gives an <u>individual</u> organisational understanding of the issue, as opposed to a more generalized and generalizable (within the constraints of qualitative research) view of management. The intention of this research is to investigate the concept and practice of management, and it was felt that an overly immersive approach and the corresponding restrictions on the number of organisations that could be studied in such a way would narrow this understanding. There also appears to be a contradiction between the use of such an immersive

approach for Dalton's (2010) recommendations of looking at surface-level activities (process, policy and behaviours).

Case Study

The case study approach might have met Dalton's (2010) requirements, but again, as with ethnography, in isolation.

McDowall and Saunders (2010, P609) reflected the 'need for further process-driven research' which would be advisable in a case study, bounded, approach in order to get a deeper insight into processes followed (such is the complexity of a set of organisational processes, much like the complexity of the 'cultural web' (Johnson et al., 2017) of an organisation, necessitating a deep response).

There are two issues here: one is the emphasis on process, the other the unnecessarily deep approach. Both McDowall and Saunders (2010) and Dalton (2010) refer to process. Dalton (2010) also refers to policy and behaviour. These surface issues seem to be at odds with the emphasis on the deep approach of both ethnography and case study. Ethnography suggests a cultural immersion, and Denzin and Lincoln (2013) suggest a range of methods necessary for the collection and analysis for case studies – 'interviewing, observing and document analysis' (Denzin and Lincoln, 2013, P29) which betrays the need for significant depth into individual cases. Stake (2008) agrees, and case study research can and does include mixed method (qualitative and quantitative) research: whatever it takes in order to discover the details of a case.

Creswell (2013) reflects the limited scope of this research: 'case study research involves the study of an issue explored through one or more cases within a bounded system' (Creswell, 2013, P73), although he is clear about the potential depth in specificity that can be achieved. Stake (2008) says that 'Case study is not a methodological choice but a choice of what is to be studied' (Stake, 2008, P119) (so really a sample?). So case study research is

more about the object and the research/data collected will be descriptive of what a case study does, chosen because they are a good example of something so they can be used to 'illustrate the issue'.

If this research had chosen to look at how hospitality organisations (Hilton, Marriott) chose to deal with an issue, then the case study approach might have been appropriate, although still one would have to be clear about what one was looking at that necessitated this depth (process, policy, behaviours may not require this depth; an understanding of the cultural web of the organisation might). Rather, this research is more interested in the general and normative response to hospitality management that a person involved may have and looks at individuals' interactions with key ideas to create the concept of management. Certainly the case study (the business) potentially affects the individual (this is an argument presented in the section 'No Management is an Island', after all), but this research also wants to consider whether the individual and their management style persists beyond the influence of the case study (the Universality or transferability of management skills). It is the person's understanding of management concepts, not their understanding of the place they work, that is of interest here.

Grounded Theory

Grounded Theory seemed very attractive as a strategy, in contrast with case study and ethnography. This attraction was based on Creswell's (2013) explanation that it goes beyond description (so beyond the bounded system (Creswell, 2013) of a case study). This was echoed by Charmaz (2006), who explains grounded theory as looking at what happens within a setting rather than a description of the setting itself. It goes beyond description to build a theory or hypothesis (an inductive approach), learning from 'a large number of others' (Creswell, 2013, P63) with experience of a process. This strategy therefore seems to deal with the criticisms of the over-immersiveness and the bounded, descriptive tendencies of case study or ethnography, whilst letting the people with experience of the 'point of combination' (see Figure 6) tell the

researcher about the 'relationships between human agency and social structure' (Reynolds, 2003; Blumer, 1979; Charmaz, 2008, P204). Further, it allows for the real-life/practitioner aspect of the research required by the critical social constructivist approach by looking for conceptual 'characteristics as lived and understood, not as given in textbooks.' (Charmaz, 2008, P210).

However, after investigation, Charmaz's constructivist Grounded Theory (as an evolution from Glaser and Strauss' (1967) traditional Grounded Theory and Strauss's (1987) evolved Grounded Theory (Mills, Birk and Hoare, 2014), is problematic to those who first put forward the idea of Grounded Theory as a research strategy. In fact, the founder of Grounded Theory, Glaser, says, in response to Charmaz's development of Grounded Theory with a constructivist viewpoint, quite simply: 'grounded theory is not Constructivist' (Glaser, 2002, P1).

The key fundamental characteristics or issues with Grounded Theory are discussed as follows:

1. If the research project is testing (verifying) a theory, then it is not Grounded Theory. Grounded Theory is 'the discovery of theory from data' (Glaser and Strauss, 1967, P1) and was introduced as a counter to the common research approach of verifying theories rather than generating them or allowing them to emerge from the data. A seemingly more relaxed approach, that Grounded Theory is interactive and dynamic (Charmaz, 2008), and can result in 'middle-range theories through successive levels of data analysis and conceptual development' (Charmaz, 2008, P204) tempted this researcher into thinking that the process of combining the strands from the literature review with the results of the Stage 1 Study to encourage the research in a certain direction was a 'middle range theory' showing the development of theory from participants' input. However, there was still a 'preconceived theoretical framework' (Glaser and Strauss, 1967, P45): the establishment of the key fundamentals of management (three

themes) from the literature, and the Stage 1 Study and the Stage 2 Study were intended <u>both</u> to verify the nascent theories formed from the literature review and lead the research in a theory-building direction (an inductive approach). Grounded Theory should result in 'a de-emphasis on the prior step of discovering what concepts and hypotheses are relevant for the area that one wishes to research' (Glaser and Strauss, 1967, P2) but in this research, the literature review was used to create some concepts. However, the research was not just linear, even if it may seem so in the final presentation. Instead, there was the space for 'aha' moments, for 'the researcher's unfolding interests to shape the content of this activity' (Charmaz, 2008, P128) from the Stage 1 Study to emphasise and develop certain ideas later in the Stage 2 Study, therefore seemingly building theory from a combination of the first-held ideas and the input from the participants (inductive, qualitative approach). However, these 'aha' moments are accommodated in phenomenology and the 'phenomenological nod' (Van Manen, 1990; Crotty, 1996; Hayllar and Griffin, 2005).

2. There is a debate about the role of the researcher in Grounded Theory. Early Grounded Theory researchers advocate the bracketing of the researcher from the subject of the research, however 'constructivist grounded theory…rejects assumptions that researchers should and could set aside their prior knowledge to develop new theories' (Mills, Birk and Hoare, 2014, P110). This research recognises and accepts the power of the emic researcher, and sees this role as a key driver for this research. The emic researcher building the relationship with the emic participant to truly relate the reality at the point of combination is a strength, so any notion of separating prior knowledge or experience from the research is problematic. This research assumes that (as discussed in the paradigm section) it is not possible for the researcher to step out of themselves. This relativist approach was understood by Charmaz (Mills, Birk and Hoare, 2014) but Glaser and Strauss (1967)

tended to think that the researcher had to be a 'blank slate' and more objective.

3. The approach to Grounded Theory is systematic and there is an emphasis (in all approaches to Grounded Theory) of the use of memo-ing (Birks, Chapman and Francis, 2008; Birks and Mills, 2011; Mills, Birks, and Hoare, 2014) throughout the data collection process to really interrogate the reflexive nature of the research (and in the original understanding of Grounded Theory, to prevent researcher bias). This was not felt necessary in this research to draw meaning out of the data and it was felt sufficient to have an awareness of the researcher's role (and this is demonstrated in the Data Collection Methods section).

This research, and the researcher, benefited from a discussion of Grounded Theory, but in the absence of this research meeting or requiring all of the characteristics of this much-debated strategy, the discussion moved on to Phenomenology.

Phenomenology

The paradigm of this research is that of the interpretivist, critical social constructivist scholar, seeking to build and develop theory from data collection. The acceptance of the importance of the subjective, emic point of view has been established. This section considers the fit of phenomenology as an appropriate strategy for this research, bearing in mind its methodological needs (to examine the socially constructed world from the insider point of view).

Husserl (1901) argued that phenomenology represented the 'desperate need' for 'a richer, deeper conception of reason, one that would comprehend the life-world, that is, the world of lived experience, in all its diversity and complexity, as opposed to one that rejects as subjective everything that does not lend itself to study by the methods of the natural sciences.' (Detmer, 2013, P5). Thus, phenomenology reflects the key ontological viewpoint of the

interpretivist: seeking a <u>deeper</u> understanding, and the social constructivist: phenomenological data collection is concerned with descriptions of a group of people's experiences of a happening/an event (a phenomenon) in order to understand those individuals' common or shared experiences and to draw out the commonalities/the essence (Creswell, 2013).

In this research project, the phenomenon is the management experience at the 'point of combination' formed by societal, individual and organisational influences. Data can be collected therefore from participants who have experienced this point of combination from their own perspectives and could be expected to show their understanding of that phenomena/experience in order for the researcher to fully understand the nature of the phenomena and construct a picture of that phenomena based on individuals' shared input. Representation of the phenomenon should present a guide for managers wishing to make the best of that point of combination. This reflects the need for 'perception-based, consensus-oriented assessment' as highlighted by Krishnaveni and Sripirabaa (2008).

Rather than see an event or a happening as external to the individual, in phenomenological understanding, the event or happening is understood through the conduit of the individual's experience and interaction with that event or happening. Phenomenological research looks at emotional and innate responses to the environment and to happenings; it is 'the study of the essential structures of experience. It seeks to describe the objects of experience and the acts of consciousness (for example, thinking, perceiving, imagining, doubting, questioning, loving, hating, etc.) by and through which these objects are disclosed.' (Detmer, 2013, P1), and takes a view 'from the inside, from an engaged, first-person perspective, that is, from the standpoint of subjectivity itself' (Detmer, 2013, P23).

The phenomenological approach therefore reflects the need for the insider or practitioner viewpoint as compared to the academic viewpoint. Detmer (2013)

explains Husserl's approach: 'his intended procedure is to base his conclusions on careful inspection of the things, whatever they might be, about which we inquire, rather than on debates about the often elaborate and artificial conceptual and theoretical constructions that have been built up around them' (Detmer, 2013, P4). 'Husserl's famous motto is 'back to the things themselves'' (Detmer, 2013, P4). Thus, whilst the theories have been established and synthesised into three discussions, the data collection is designed to contrast participants' real experiences with the theoretical framework to create guidance. Thus the strategy reflects the emic, subjective view of qualitative data collection, to enable the comparison of real findings to the theory in a critical, social constructivist way.

There are a number of 'types' of phenomenology and after Aagaard (2017), descriptive, hermeneutic and postphenomenology are considered here. This research, in line with the interpretivist, relativist ontological viewpoint of this research sees the descriptive approach as rather simplistic and essentialist. Descriptive phenomenology seeks 'to obtain concrete and detailed descriptions from people who have experienced situations in which the phenomenon has taken place' (Giorgi, 2009, cited in Aagaard, 2017, P521) and reduce the input to its bare constituent parts. 'Throughout the research process, the researcher refrains from interpreting or bringing in any non-given knowledge about the phenomenon to account for what she is trying to understand.' (Aagaard, 2017, P521) and the aim is to 'transcend' subjectivity (Giorgi, 1994, P205 cited in Aagaard, 2017). There is no need to transcend subjectivity in this research, and rather an expectation of subjectivity and reference to theoretical frameworks and ideas in the understanding and interpretation of the meaning of the data, given the ideas formulated in the Literature Review. Rather than objectifying phenomenology, the intention is to revel in its human, insider viewpoint and the researcher's particular choice of the data collection strategy. Validity will be attained by understanding the sharing of views amongst the participants, but recognising the subjective, individual viewpoints from which those arise, giving those viewpoints strength.

This approach is more reflective of hermeneutic phenomenology, to be explained later.

Postphenomenology, an idea developed by Aagaard (2017), is a way to reflect on human experience in the light of change. If we accept the strength of phenomenology as the recognition of the interaction between world and human being and therefore its epistemological importance as the way to truly reflect on the world from a human point of view, then the types of phenomenology must be updated as the world/human beings change. In line with this need to keep up-to-date, postphenomenology is 'a philosophy of technology that builds on phenomenological insights' (Aagaard, 2017, P525), an understanding of the 'human-technology relation', the impact of technology on our experience of the world, and the way that technology transforms our experience, but this is not a necessary focus of this research.

This research's needs are more akin to the services offered by hermeneutic phenomenology: 'other strands of phenomenology have abandoned the insistence on essentialism, phenomenological purity, and on keeping at a distance all forms of interpretation. One such strand is hermeneutic phenomenology.' (Aagaard, 2017, P522). According to van Manen (1990, cited in Aagaard, 2017), the purpose of hermeneutic phenomenology is to interpret the 'texts' of life' (Aagaard, 2017, P522), so interpretation (Heidegger, 1927/1996; Van Manen, 1990), in line with the relativist experience of the management experience and point of combination, is key.

As with this researcher's reluctance to take on the restrictive features of grounded theory, hermeneutic phenomenological research is 'reluctant to formalize its methodology into standardized step-by-step procedures (Aagaard, 2017, P523) but the main characteristics are as follows, with comparisons made to this research project in capital letters:
  - 'bracketing pre-existing assumptions about a phenomenon' (CHALLENGING THE LITERATURE)

- 'returning to the mode of appearing of the phenomenon' (COLLECTING DATA FROM THE POINT OF COMBINATION)
- 'formulating a 'proper' phenomenological question (i.e. a question relating to the lived meaning of phenomena)' (CONTRASTING REALITY TO THEORY)
- 'empirically collecting lived experience descriptions (LEDs)' (DATA COLLECTION WITH PARTICIPANTS)
- 'thematically analyzing such descriptions in order to creatively grasp and elucidate meanings that are 'embodied and dramatized in human experience represented in a text' (van Manen, 2014, p. 319)' (DATA ANALYSIS)
- 'presenting these meanings in a rich and vibrant language' (DATA ANALYSIS, DISCUSSION & CONCLUSION RECOMMENDATIONS).

(Aagaard, 2017, P524).

The above steps are elaborated on in the 'Data Collection Methods' section. A particular point of interest in hermeneutic phenomenology is an emphasis on 'creative forms of writing' (Aagaard, 2017, P524) echoing Charmaz's (2008) similar emphasis on 'aesthetic writing' (Charmaz, 2008, P231). Rather than breaking information down to its essentials, hermeneutic phenomenology involves a process of 'contextualization and amplification rather than of structural essentialization' (Hein and Austin, 2001, p. 9, cited in Aagaard, 2017, P524) and seeks to provide descriptions that are 'evocative and powerful' (Aagaard, 2017, P524). This researcher sees the importance of both giving due credence and value to the themes drawn from the participants' input by presenting it in an engaging manner, and the value of accessible writing in a field that could be seen as dry.

By taking a philosophical and phenomenological approach to hospitality management, this research is in an unusual position according to Robinson, Solnet and Breakey (2014), as those authors sought to challenge the 'aparadigmatic' nature of previous hospitality management research by taking

a phenomenological approach. Ziakas and Boukas (2014) echo the lack of phenomenological research in events management (a branch of the service sector), and Stierand and Dorfler (2012) find phenomenology useful to elucidate 'complex cognitive and nebulous phenomena that may not be accessible by more objective and quantitative research approaches' in hospitality management (Stierand and Dorfler, 2012, P947).

Robinson, Solnet and Breakey's (2014) and Stierand and Dorfler's (2012) similar practice of phenomenological research in hospitality management, strengthens the validity of this research using the phenomenological strategy. Robinson, Solnet and Breakey (2014) explore the insider view of chefs and 'the meanings and understandings of shared values and beliefs integral to their occupational community' (Robinson, Solnet and Breakey, 2014, P65); Stierand and Dorfler (2012) study the creativity and innovation of 18 top chefs from the participants' points of view. This research follows their approach in exploring the insider view of managers in hospitality.

Whilst being in the good company of similar phenomenological studies, the originality and difference of this Phd project is supported by being part of 'an <u>emergent</u> contemporary hospitality literature … dedicated to methodological appraisal and development' (Robinson, Solnet and Breakey, 2014, P65). Robinson, Solnet and Breakey (2014, P67) raise the need for research that 'guided by a set of beliefs and feelings. . .' (Denzin and Lincoln, 2000, p.19, cited in Robinson, Solnet and Breakey, 2014, P67) follows a different approach to the 'overwhelming quotient of hospitality research ... guided by a neutral or aparadigmatic positivism and post-positivism (Botterill, 2000, cited by Robinson, Solnet and Breakey, 2014, P67).

As with Robinson, Solnet and Breakey (2014) this study utilises phenomenology 'to illuminate understandings and meanings of human existence and experiences '(Robinson, Solnet and Breakey, 2014, P67). As with managers, Robinson, Solnet and Breakey (2014) chose phenomenology

as 'chefs' 'reality', is largely informed by their 'constructed' experiences within an occupational community (Lee-Ross, 2002, cited in Robinson, Solnet and Breakey, 2014). Another similarity is the emic point of view from both participant and researcher (one of this trio of researchers is an ex-chef, as this researcher is an ex-manager). Their research takes a hermeneutic phenomenological approach, but uses a mixed data collection method (quantitative questionnaires followed by qualitative interviews). Stierand and Dörfler (2012) carry out interviews with top chefs and support the emic researcher point of view in order to support qualia: 'qualia cannot be transferred to others, only experienced subjectively. However, if two people (e.g. two chefs) have experienced qualia of the "same" phenomenon, they can talk about these qualia. So, being an interviewee with a chef background enabled the discussion of the qualia of culinary creativity and innovation, immensely enriching the data of the study.' (Stierand and Dörfler (2012, P948). In this research, the researcher being an ex-manager enables a rich discussion to result.

Finally, there have been phenomenological studies of management, mostly management learning, which set the precedent for using this strategy here:

> 'The turn towards hermeneutic, existential and phenomenological approaches towards management and organisational studies is gaining momentum. It begins with a 2005 paper by Karl Weick, passes through the work of Chia and Holt (2006), Zundel (2013), Dall'Alba and Sandberg (2014), Tomkins and Simpson (2015), Meyers (2016), is reflected in the work of Sandberg and Tsoukas (2016) and is the subject matter of an edited book by Segal and Jankelson (2016).' (Rolfe, Segal and Cicmil, 2017)

This strengthens both the use of phenomenology in a hospitality management context, but also highlights its originality as the 'turn towards' this type of study is recent.

This research takes a hermeneutic phenomenological approach, collecting input from a variety of people working in hospitality and looking for patterns to create a theoretical concept of what effective management entails. The phenomenological approach is the approach required to collect the lived experiences of people at the heart of the management phenomena, with respect for the value of the emic researcher.

Bearing in mind the personal aspect of management, but also the need to understand the business needs and the 'boundaried' zone of management, as discussed above, a consideration of whether the qualitative or quantitative approach, or in fact whether a mixed methods approach would be suitable was considered. Indeed, management studies have been carried out in both qualitative and quantitative ways, and this is discussed further below.

The Research Approach/Choice

The importance of understanding the insider's and participants' subjective relationship with the world, as recognised as a feature of this interpretivist, critical social constructivist research, is a key characteristic of qualitative research (Denzin and Lincoln, 2013) and 'the qualitative interview still figures as the principle supply of meaning' (Friesen, 2012) in phenomenology, the strategy argued as appropriate for this research.

Further, if we accept Denzin and Lincoln's (2013) view of qualitative research, and their five points of difference between qualitative and quantitative (reflecting Becker, 1996) as 'using positivism and post-positivism, accepting postmodern sensibilities, capturing the individual's point of view, examining the constraints of everyday life, securing thick descriptions.' (Denzin and Lincoln, 2013, P20) then the need to look at the individual's point of view of socially constructed everyday life ('the point of combination' in Figure 6) in this research appears to lend it to qualitative research. Further, 'The province of

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qualitative research… is the world of lived experience, for this is where individual belief and action intersect with culture.' (Denzin and Lincoln, 2013, P4). This research is looking at the intersection of the individual with their surroundings; accordingly, qualitative research is an appropriate way to collect that intersectional experience.

However, this research takes as its starting point a desire to understand what good management is. Implied here is the expectation that there is <u>not</u> a boundless or infinite range of views (the research is trying to define something). It is this potential 'boundaried' nature of management that makes the researcher pause from time to time to consider whether a qualitative approach to management studies is appropriate versus a <u>quantitative</u> approach which is more appropriate to bounded, 'controlled' or 'separate' (Barnham, 2015) situations. Contributing to this doubt about the qualitative approach is that management is, amongst other things, about control, ('without management there would be only a mob' (Drucker, 1999, P14)) and a set of processes (Slack, Johnston and Chambers, 2010; Cole, 2004) to follow. The discussion about the 'point of combination' (see Figure 6) also suggests that there is a set of accepted aspects (the mutually, socially constructed 'truth') that make the management process work.

However, the danger in taking a measured, quantitative view of management theory is that it looks only at the surface: the observable behaviours and activities of management (the doing, or 'the what' (Barnham, 2015)). This could be to the exclusion of the deeper philosophical underpinning (the thinking, or 'the why and the how' (Barnham, 2015)) as discussed in the Literature Review, and it is this deeper meaning that this research seeks to expose. This desire to go <u>beyond</u> the surface, the experimental, and the process, encourages the researcher to consider that qualitative data collection is more appropriate to the overarching aim of this research, bearing in mind Denzin and Lincoln's (2013, P20) acceptance that qualitative research is about 'securing thick descriptions'.

Another doubt about the qualitative approach is that by conceptualising management one is looking at good and effective management, and that suggests that management can be measured in some way (for one to be able to put it in some sort of scale). The idea suggests that 'good' looks like a certain set of met criteria. Slack, Johnston and Chambers (2010, P7) supports an emphasis on meeting expectations/quality settings with their definition of an operations manager: 'Operations management uses resources to appropriately create outputs that fulfil defined market requirements'. Would it therefore be appropriate to approach the research in a quantitative way in order to manage cause and effect, in terms of the management processes that achieve objectives? Moreover, how does the researcher know that they are measuring good management without some assessment of cause and effect? The second issue raised was more easily dealt with. This researcher concluded that where a hotel has been assessed as 4 or 5 star, then they could be seen as managing their business effectively: 'five stars in a grading system typically … denotes the highest or next to the highest class or quality' (Oxford Dictionaries, 2017). Therefore, talking to staff who are part of that process could be seen to be asking for comment on the effective running of an organisation. Whereas assessments of 'effective' management could be accused of being highly personal, coloured by our own experiences, by cultural understanding and by our own influences, there is acceptance of the effective endpoint (4 or 5 star). Therefore, views of the internal relationship in an organisation considered 'effective' in offering its service as part of the service relationship as discussed in the 'Context' section can be relied upon. These views are not objective necessarily, as positivists might expect, but they are valuable. Consequently, there is acceptance that one aspect of the management experience can be measured. There is also precedence for discounting financial performance statistics specifically from measures of effectiveness (Nazarian, Atkinson and Foroudi, 2017, discount financial performance statistics from their assessment of companies' success using the other criteria of the balanced scorecard approach). The point raised about

cause and effect, that management could be measured quantitatively, is however supported by Nazarian, Atkinson and Foroudi (2017), despite discounting measures of financial effectiveness. They use quantitative measures in their research, comparing national culture to organisational performance and organisational culture. Here is an example of quantitative data collection and analysis used in a similar area to this research. It arguably sought to make connections however, rather than carrying out a deeper analysis of insiders or practitioners' understanding of the management relationship as proposed by this research, and there were some questions about the dubious use of Hofstede's national culture dimensions as a quantitative tool in this study.

Another doubt about the qualitative approach is that this research takes a view of identifying and in fact building a guide for management development, and the idea of a guide seems, intuitively, to negate the idea of multiple views and realities. In fact, the wish to create a guide could be argued as along the lines of Taylor (1911) and his 'scientific management' idea – the idea that you can analyse what works and by following the same steps and recommending others follow the same steps – be successful ('What can be understood can be taught' (Witzel, 2009, P22)). This method of observing and breaking down management processes suggests a very empirical, deconstructivist approach, which would seem quite different from a qualitative approach.

However, whilst there are similarities between this research and Taylor's (1911) (Taylor was an 'insider' as an engineer and was trying to understand the management 'zone' from an emic viewpoint; he sought to examine management from an applied, naturalistic environment), arguably Taylor did not seek to make sense but merely to report and, in fact, measure and quantify. In addition, he was, with the rise of the Human Relations and Psychology Management school of thought, criticised for a lack of humanity (Follett, 1924, cited in Naylor, 2004) in his approach. Whereas Taylor-type approaches may be appropriate for understanding the process aspects of

management, this scientific and mechanistic approach runs the risk of ignoring the human beings at the heart of management, as recognised in the discussion in 'No Management is an Island' and supported by Mintzberg's (2017) comment 'I am a human being'. Human relationships, with their complexity, require a more complex, in-depth and therefore interpretivist, qualitative response. One could argue that management is or should, in major part, always be interpretivist because management is the management of human beings (Stewart, 1967; Juch, 1983; Drucker, 1999; Boddy, 2005; Witzel, 2009). These human beings are different (Mandelartz, 2012) and a key definition of interpretivist research is the acceptance of multiple views of reality, and those can only be collected through a qualitative approach.

Taking this point further, qualitative research has been criticised for its subjective and political, interpretative approach (Huber, 1995; Denzin, 1997). Political is used in a pejorative sense, but management is political in that it has to do with public life and management schools of thought have been affected by the politics of the time and political rules and regulations (see 'No Management is an Island: Society'). If something is political, then a sharp statistical measurement would not do justice to something that is impacted upon by human and political agency and qualitative research would seem to be appropriate given that 'the field (qualitative research) is inherently political' (Denzin and Lincoln, 2013, P13)

However, yet another consideration could support a more measured (quantifiable) approach. As we talk about research into management, we can refer back to the proposition that management is learning, and compare that to the view that research is also learning: through research, we seek to develop existing knowledge (Finn, Elliott-White and Walton, 2000) or advance human knowledge (Veal, 1997). In management, the very nature of its responsiveness and reactivity means that it is the result of ongoing research and learning from that research. This argument could suggest that management might lend itself more to a positivist, experimental approach,

such as action research (trying, experimenting, reflecting on success and introducing change). Again, this consideration has given the researcher pause in determining the best focus. Indeed Boddy (2005) describes the use of such action research in the Hawthorne Studies where the effect came from members of groups influencing each other by their very involvement in work experiments (not without potential bias, as becoming part of the experimental group in the first place increased staff member's income). There is always going to be a difficulty in carrying out empirical studies in the workplace though, as just by being there/affecting one variable, a researcher will have an effect on the research outcomes. Furthermore, there is nothing to test in this research, no activity to introduce. Again, this research seeks participants' views and again, a qualitative approach is more appropriate to seek this depth.

Whilst purporting to take an interpretivist approach, and seeking participants' deep input into the subject area, one should also recognise that the behaviourist standpoint of taking what a person says about what they do and think as trusted, and comparing that with what others say about what they do and think could be seen as positivist (where is the deep investigation?). Whilst their views and thoughts are interpreted against an established framework of thought and theory (what others have observed which could therefore be seen as a set of hypotheses against which to test findings) this could also be seen as more positivist. The argument is that the depth of study and expectation of different views and depth is the difference. The participants are not to be presented with bounded information to confirm, but asked for their views and opinions in order to complement and add to what has so far been measured, tested and theorised. This research purposefully takes a more interpretivist viewpoint in order to discuss management principles, having established importantly that management is a 'contested object' (Talbot, 1997, cited in Dalton, 2010, P9) and having identified three strands of thought about management. It is thorough and deep in this critical approach, comparing data collected against the theoretical framework discussed.

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Quantitative ways to collect the insider view have been used. Nazarian, Atkinson and Foroudi (2017) manage a correlative study of national culture with organisational culture and organisational effectiveness, providing a boundaried set of questions for their participants. Cavagnaro and Staffieri (2014) developed a framework of variables from literature regarding youth tourism, and a value scale to assess students' values and approach to tourism using those dimensions. Lyons (2008) carried out research comparing two groups' experience of training and the impact on sales success. Each of these research projects had a set of boundaried information on which to ask for input. The table/matrix approach used by Cavagnaro and Staffieri (2014) was used on a basic level in the Stage 1 Study in this research study ('The Doing'), but it became clear that the key issue was not about checking whether managers did things that could be measured. After the Stage 1 Study and in the three discussions on management in the Literature Review, it became clear that the question was not about management just as a set of observable skills (where a positivist, quantitative approach would be suitable). Instead, it was about the unexplored aspects of management (Management as Learning, No Management is an Island, The Thinking) and required a qualitative approach. The list of activities obtained through a review of the literature, presented in 'The Doing' section and used in the Stage 1 Study did create some useful foundational points for the Stage 2 Study research. However, the provision of statements for agreement or otherwise was not thought to capture the complexity of the point of combination at the heart of the management experience, confirming the need for a qualitative approach.

It was concluded, in the light of the possibilities and in line with the aim and objectives of this research, that interpretivist, critical social constructivist research with a phenomenological strategy and a qualitative data collection approach was appropriate. Whilst concepts had been elicited from the Literature Review, the research required an inductive approach, to verify the concepts, but also to build and develop them.
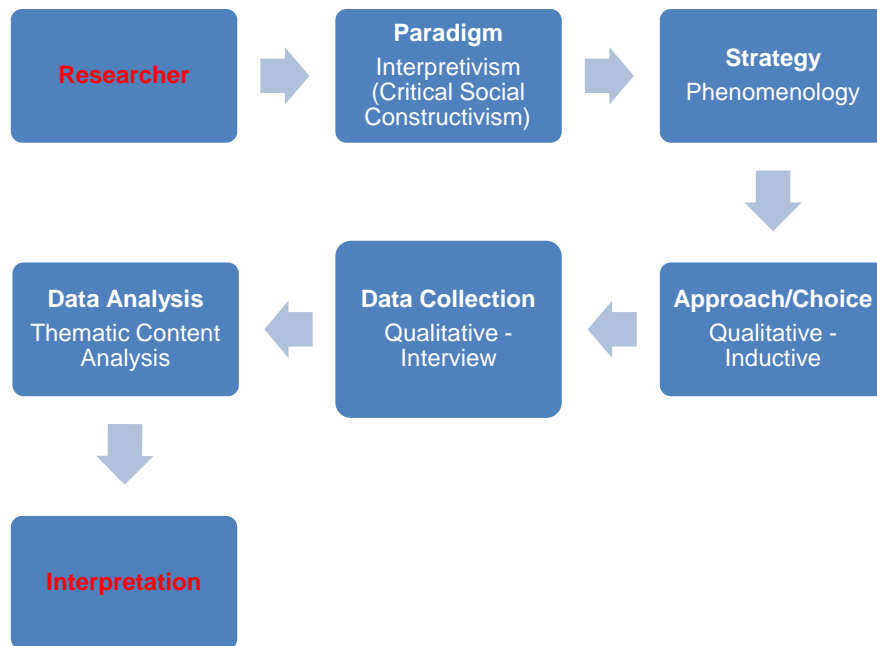
Figure 7: Structure of the Methodology Section (Source: Author's Own)

This section now continues to lay out the methodological approach with the detail of Data Collection Methods and Data Analysis.

Data Collection Methods

Table 8 details the data collection process, or layers of investigation, which are expanded upon in the notes below.

The key objectives of the data collection process were to:

- verify, build on and develop the three concepts or fundamentals for management identified through the Literature Review
- contextualise key ideas to hospitality management
- use a phenomenological research strategy to examine the lived experience of people at the heart of the point of combination (Figure 6) who were therefore able to comment, and
- recognise the value of the relationship with an emic researcher, and their understanding of the management world, in order to obtain the richest and deepest information possible.

The details of how these objectives were achieved are supplied in Table 8.

Table 8: Summary of the Research (after Stierand and Dorfler, 2012)

Timing	**Stage 1 Study**	**Stage 2 Study**
	August 2015 To verify the key concepts, and form middle range theories	August 2016 To collect more data to verify the key concepts and verify middle range theories formed from the Stage 1 Study
Geography	**Stage 1 Study**	**Stage 2 Study**
	UK, predominantly London	UK, predominantly London
Sample	**Stage 1 Study**	**Stage 2 Study**
	1. Identification based on using representatives from eight 4* and 5* hotels.	

	2. Selection using purposive and convenience sampling: • Identification of key members of staff at hotels based on recommendations from colleagues • Contact with those key members of staff explaining the purpose of the research and the need to identify managers and employees who could comment on the point of combination and transition of manager from specialist	
Sample Size	**Stage 1 Study**	**Stage 2 Study**
	16 managers and employees	16 managers and employees
Techniques	**Stage 1 Study**	**Stage 2 Study**
	• Semi-structured interviews • Open-ended questions with unplanned probes to react to the participants' responses • Questions designed in advance (see Appendix 1) • The questions were developed from the literature, but were found to concentrate more on the 'doing' than on other aspects.	• Semi-structured interviews • Open-ended questions with unplanned probes to react to the participant's responses • Questions designed in advance. • The questions (see Appendix 8) were developed in reaction to the reflection (see Appendix 2) on the Stage 1 Study interviews. • Interviewees were encouraged to

	• The interviewer's management background was used to encourage trust and openness. • One researcher, one participant	express their feelings on the essence of management more freely. • The interviewer's management background was used to encourage trust and openness. • One researcher, one participant
Data Saturation	**Stage 1 Study**	**Stage 2 Study**
	+ve • Contributed to a conceptualisation of management as created from the literature • Updated the definition of effective management in the hospitality industry -ve • Gaps in the data • Scope for more data to be collected in order to extend the study and get 'beneath the surface' of the responses from participants.	• Extension of the study • Accumulation of data • Combination of the data from the Stage 2 Study and the Stage 1 Study generated a more robust understanding • Combination of the Stage 1 Study and the Stage 2 Study data met the objectives of the study • No new information was being acquired at the end of the Stage 2 Study.

Ethical Issues	Stage 1 Study	Stage 2 Study
	1. Interviews took place in public places where others knew the interview was taking place. 2. Participants were chosen purposively. 3. Participants were given the option to participate (autonomy) and significant notice of the interview dates so that they could make relaxed decision. 4. Participants were assured individual confidentiality. 5. A briefing was given before each interview (see Appendices 1 and 8) explaining the study, voluntary participation and confidentiality, and giving participants the opportunity to withdraw. 6. Data was stored securely on the researcher's individual storage area in the official University network.	

Timing

The research was cross-sectional, taking the views of those involved in hospitality management from two specific points of time. Whilst the two points of representation show that the study is longer than a short, time constrained, 'snapshot', there was no intention to 'study change and development' (Saunders, Lewis and Thornhill, 2016, P200) between the points, which would be the normal characteristics of a longitudinal study. Instead, the intention was to verify ideas with the Stage 1 Study, identify gaps or areas that required further investigation, and then add to this with the data collection in the Stage 2 Study.

Techniques

The use of interviews is in keeping with the paradigm of this research, representing 'interpretive, naturalistic methods in keeping with relativist ontologies (multiple constructed realities), (and) interpretive epistemologies

(the knower and known interact and shape one another)' (Denzin and Lincoln, 2013, P27). The use of interviews is also in keeping with the <u>strategy</u> of this research: 'the most common form of data collection is audio-taped phenomenological interviews with persons who have lived through the experience under investigation' (Priest, 2002 cited in Usher and Jackson, 2014, P188).

In reality, the interviews were more 'focused conversations' (Usher and Jackson, 2014, P189) or discussions, rather than interviews. This was achieved by using the semi-structured interview approach. The intention was to make the participant relax in order to enhance rapport (Fontana and Frey, 1994; Minichiello et al., 1995; Charmaz, 2006; Christou, 2006; Crawford, 2013; Usher and Jackson, 2014) to get as much rich, deep and meaningful data out of the encounter as possible.

The interviewer managed the interviews in such a way as 'to understand and represent without necessarily agreeing' (Charmaz, 2006). This understanding of reflexivity ('an acknowledgement of the dualistic cause and effect relationship between researcher and research participant (that) involves taking responsibility, rather than relinquishing control, of the process' (Mason, 2002, cited in Robinson, Solnet and Breakey, 2014)) is key.

In order to achieve this rapport and make the most of the researcher/research participant relationship, phenomenological interviewers need the ability to communicate and put the participants at ease (Streubert Speziale and Rinalid Carpenter, 2003) and must be extremely self-aware and perceptive (Usher and Jackson, 2014).

The effort the researcher put into making the participants feel at ease to contribute their own experience in an open and honest way, without leading them, is evidenced in the transcripts. It can be seen in phrases such as 'what

do you think', 'your experience', 'that's really helpful', 'that's a really comprehensive answer, thank you', 'really interesting, thank you'.

There is precedence for using the semi-structured interview approach successfully (Bielański et al., 2011; Crawford, 2013), which lends this research validity.

However, other qualitative data collection methods have been used in management studies. Mintzberg (1973) and Luthans (1988) carried out structured observation, but observation is limited in terms of the depth of information that can be acquired (behaviours could be observed, but not the reasons behind the behaviours or the thought process or opinions of the managers and the staff) and is perhaps more suitable to the case study or ethnography strategies. As with observation, interviews will have a potentially prejudicial impact on the participants, but it is the better way to make a collection of views and opinions in line with the phenomenology strategy, and any potential interview bias will need to be mitigated (this is discussed in 'Ethical Issues' and 'Reliability and Validity').

Juch's (1983) approach to research was more from the consultancy angle, a combination of observation and interview, and more immersive/ethnographic in tone: 'I planned to take about two months to find out from management and from staff what they considered to be general issues in working together and what were seen as opportunities for improvement.' (Juch, 1983, P188). Whilst the concentrated focus of two months' study was not possible in this research, the researcher in this case took a day in each hotel and whilst observation was not the chosen tool, it could be argued that these were immersive interviews, based as they were at the participants' places of work.

Question Development
Semi-structured interviews were used, with 'open-ended questions carefully chosen to elicit the desired information' (Usher and Jackson, 2014, P189) but

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also with probing questions, again to build rapport but also to clarify and therefore deepen the quality of the data collected. The questions were designed to generate relevant information, but not be leading, or cause the participant to give answers they thought the researcher wanted to hear or encourage agreement with key ideas (Charmaz, 2006; Usher and Jackson, 2014).

The questions for the Stage 1 Study are attached at Appendix 1. Those for the Stage 2 Study are attached at Appendix 8. The difference between the questions clearly shows the progression of the study, with the questions for the Stage 1 Study revolving around doing/thinking and effective management, and asking some questions about training and development. The Stage 2 Study questions added to the data collection by filling gaps in knowledge to verify the initial theories as well as interrogating developing ideas in more detail.

However, it is critical to understand that the nature of the two sets of questions, and the intentional use of open-ended, semi-structured interviews in both cases, using non-leading questions, meant that the questions were not specifically limited to either Stage 1 Study or Stage 2 Study (the general subject area: Management, was being explored in both studies). The studies together therefore elicited knowledge that could be interpreted in analysis and work together to reinforce or create ideas around management generally, and those employed in hospitality management's views on management generally. The two studies together, created a real understanding, through the 32 participants' input, of the state of hospitality management in the 21st century.

Geography

In studies with a similar research subject and method, Bielanski et al. (2011) spoke to managers across five European countries to identify the skills needed for managers in the spa industry; Gehrels (2013) carried out research into the experiences of Dutch restaurant owners; and Nazarian, Atkinson and

Foroudi (2017) concentrated on one geographical region (the UK) and used London as representative of the UK hotel sector,

The spread of Bielański et al.'s (2011) study is enviable and reveals the number of researchers in the group and its cultural spread. However Nazarian, Atkinson and Foroudi (2017) use London as representative of the UK hotel sector, commenting on the mix of cultures amongst the hotel staff and the customers, and establishing that the hospitality sector in London, UK is representative of a wider range of views, opinions and possible integrations of needs and influences at the combination point, than perhaps one place would necessarily suggest on first consideration. This research concentrates on the UK, and the UK hospitality sector, as described in the 'Context' section of the Literature Review and concentrates mainly on London, as a representation of a culturally diverse location.

Sample Size

More quantitative studies use larger numbers (Cavagnaro and Staffieri, 2014: 300 participants; Thacker and Holl, 2008: 134 participants; Nazarian, Atkinson and Foroudi, 2017: 236 participants) and a questionnaire approach, relying on a boundaried framework of questions in order to get measurable and generalizable results.

As previously discussed in the debate between qualitative and quantitative data collection, the intention of this research is not to test a set of boundaried points with participants, and not to generalise from the outcome. Instead, the intention is to collect a number of views and opinions using a qualitative approach, in order to form a contrasted view with the ideas established in the three discussions carried out in the Literature Review, to develop a conceptualisation of management.

The sample size expected for qualitative studies is loose as evidenced by:
- Bielanski et al. (2011) who interviewed thirty managers; compared to

- Gehrels (2013) who interviewed ten restaurant owners plus a 'connoisseur of the business' (Gehrels, 2013, P20) to result in a 'social construct' for his particular area of interest.

This research interviewed 32 people in total before achieving data saturation and meeting the objectives of the research.

This research study chose a purposive sample (managers and employees working with 4 and 5 star hotels and spas). The Stage 1 Study consisted of 16 interviews: 9 managers, 7 employees, 3 hotels and the Stage 2 Study consisted of 16 interviews: 14 managers, 4 employees (2 people identified as both manager and employee), 6 hotels (one revisited). The total sample size was therefore 32 interviewees with 21-23 managers, 9-11 employees, and in 8 hotels. This is a comparable, sometimes wider, sample compared to other qualitative studies, but in line with the relatively time-constrained nature of the study, and data saturation was achieved.

Perspectives

'The aim of phenomenology is to generate understanding into the essential nature of a particular phenomenon under investigation. The way of coming to know the experience is through those people who have had the lived experience – who have first-hand lived experience of the phenomenon of interest (Miller, 2002: Finlay, 2011)' (Usher and Jackson, 2014, P188). The intention therefore, following the phenomenological approach and having considered the point of combination (see Figure 6) at which those involved in the management relationship meet was to interview those with experience of the management relationship. There was no intention to exclude either managers or employees from the sample as both views are valid. Gehrels (2013) recognised the validity of two points of view in his research, as did Chen (2011, cited in Nazarian, Atkinson and Foroudi, 2017, P30) and Guerrier and Lockwood's (1989) study also looked at managers' and employees' views as different, valuable viewpoints on the same topic.

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Data Saturation

On data saturation, or 'data adequacy' (Morse, 1995), this is 'operationalised as collecting data until no new information is obtained' (Morse, 1995, P147, cited in Charmaz, 2006, P230) and 'recruitment normally continues until data saturation is achieved; that is, that no new data is being revealed' (Usher and Jackson, 2014, P188). In qualitative data collection, although admittedly seen through the grounded theory point of view as Charmaz (2006) was particularly useful in determining how much data to collect, data needs to be useful for developing core categories (but cannot be forced) and suitable and sufficient (Charmaz, 2006). Data sufficiency depends on the objectives of this research, and the richness of the data. One might ask how rich is rich and how rich is sufficient. In fact, Charmaz (2006) asks exactly that question and recommends the researcher ask themselves the following questions:

- Have I collected enough background data about persons, processes, and settings to have ready recall and to understand and portray the full range of contexts of the study?
- Have I gained detailed descriptions of a range of participants' views and actions?
- Do the data reveal what lies beneath the surface?
- Are the data sufficient to reveal changes over time?
- Have I gained multiple views of the participants' range of actions?
- Have I gathered data that enable me to develop analytic categories?
- What kinds of comparisons can I make between data? How do these comparisons generate and inform my ideas?'

(Charmaz, 2006, P18)

These questions were considered prior, during and after the data collection. These were useful in order to reassure the researcher of the value of the work and are reflected on further in the Data Analysis sections.

In line with the objectives (as it was recommended by Charmaz (2006) to consider)…:

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- This research updates the definition of management with a critical, contemporary investigation and assessment of what is understood as effective management in the hospitality industry, using the framework established by the three discourses
- Finally, based on the discussions of what management is, recommendations are made in order to guide management development

…it was felt that the data collected from the two studies (32 transcripts of interview data from interviews of 35 – 45 minutes long) and from managers and employees was sufficient to both update the definition of management, compared to the discussions established in the Literature Review, and provide recommendations to guide management development.

Ethical Issues

According to Oliver (2010) as social sciences research will collect data from people, 'this raises questions about the way in which people who provide data should be treated by researchers' (Oliver, 2010, P3). The people involved in this data collection are the 32 managers and employees at 8 hotels and the ethical issues to be considered revolve around their participation. There is, however, based on the use of the phenomenological semi-structured interviews as a data collection method, and the qualitative nature of the study, another actor in this scenario. The researcher was introduced at the very start of this Methodology section as 'key in defining the whole process' and in the qualitative section as essential to the emic approach and the researcher is the person 'building the rapport' with the participants as detailed by Charmaz (2006).

With reference to researcher and participants, the Social Research Association (2003) explains the need to ensure the 'safety and security of the researcher … when conducting field research" (Social Research Association, 2003, P13) and '…subjects' participation should be voluntary and as fully

informed as possible and no group should be disadvantaged by routinely being excluded from consideration'. (Social Research Association, 2003, P14).

In order to ensure the safety and security of the researcher, the interviews were carried out with full knowledge, agreement and organisation of the host company (the 4* or 5* hotel). Each interview schedule was agreed with a key contact at each company, and a place for the interviews agreed (normally a meeting room, or a public lounge). On arrival at the hotel for a day of interviewing, the contact would meet the researcher and guide them to the room or place to be used. At the end of the day, the contact was thanked. Thus, a person always had knowledge of where the researcher was, and with whom.

In order to ensure the respectful treatment of the participants, they were firstly chosen purposively (as expected to be able to answer the questions asked because of their position and experience), they were given the option to participate (autonomy), and they were promised individual confidentiality. Significant notice (many weeks) was given of the interview dates and schedules to allow participants to make a decision on whether to participate. A briefing was given before each interview (see Appendices 1 and 8) explaining the study, voluntary participation and confidentiality, and giving participants the opportunity to withdraw.   No participants asked to withdraw from the study, and all confirmed they were happy to take part (this was recorded). The companies that took part asked to remain anonymous, and this was respected.

There is also an obligation to keep data securely, and all recordings were made using a digital recorder and then downloaded on to a University PC, to the researcher's individual storage area, part of a secure network and therefore password protected. The recordings were transcribed, with the

transcripts again being stored on the same secure network. The recordings on the digital recorder were deleted once downloaded.

Data Analysis

Before moving on to a discussion about reliability and validity, it felt appropriate to consider the approach to data analysis, as the end point of the methodological approach.

Miles, Huberman and Saldana (2014) and Boeije (2010) discuss approaches to qualitative data analysis and following their guidance, a seemingly appropriate combination of data analysis guidance has been used in order to get the most out of the data.

Robinson, Solnet, and Breakey (2014) support Miles, Huberman and Saldana's (2014) statement that 'it's important to log and report the procedural decisions made' (Miles, Huberman and Saldana, 2014, P279). The approach to both data collection (above) and data analysis (as follows) is clearly and rigorously explained. This is intended to further the trust in qualitative data collection and analysis (explained as necessary by Denzin and Lincoln (2013)). This approach is also a response to Robinson, Solnet and Breakey's (2014) point that 'an overwhelming quotient of hospitality research is guided by a neutral or aparadigmatic positivism and post-positivism (Botterill, 2000)'. This research wants to reinforce the dependability and trustworthiness of both the paradigmatic approach and the interpretivist approach to hospitality management research. This thorough approach to data collection and analysis, including the detailing of the process, in general here and specifically in the next section, should increase reliability and validity, and contribute to a confidence in the ethical standing of this work.

The approach taken to the data analysis is detailed in the Data Analysis sections, but generally was as follows and the following shows the

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combination of thought from Charmaz (2008), Miles, Huberman and Saldana (2014) and Boeije (2010).

The overall approach to data analysis is Data Condensation (not reduction, where condensation implies the drawing out of the essence of something, not the diminishing of it), Data Display, and Drawing and Verifying Conclusions (Miles, Huberman and Saldana, 2014 PP12-13).

All steps in the process are part of the analysis and choices are made at every step in terms of how to analyse the data, and what the data is contributing to the overall research and concluding theories. In fact, at the very start: '...of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flow, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and scepticism, but the conclusions are still there, vague at first, then increasingly explicit and grounded' (Miles, Huberman and Saldana, 2014, P13) and Boeije (2010) also recommends the use of an open approach leading to a constant comparison of data.

The researcher is very 'in the moment' with qualitative data, collecting, reflecting on and analysing the data in order to contribute to the testing and the building of ideas and theories in 'a continuous, iterative enterprise' (Miles, Huberman and Saldana, 2014, P14). There is a 'cycle back and forth between thinking about the existing data and generating strategies for collecting new, often better, data.' (Miles, Huberman and Saldana, 2014, P70).

In line with the above, the data collection for the Stage 1 Study was carried out and then analysed (see 'Data Analysis: Stage 1 Study), then reflected on in order to amend the approach to the Stage 2 Study. The approach to the Stage 1 Study analysis was slightly different to that of the Stage 2 Study, in an effort to triangulate and fully test the data. The Stage 1 Study data, for

example, was coded from themes, and the Stage 2 Study data was categorised from codes. The two approaches are similar, but allow data to be looked at from two different perspectives (general theory to specifics and vice versa). This is supported by the discussion in the literature. Boeije (2010) discusses a number of theorists/data analysis practitioners who have their subtly different approaches to the segmentation and analysis of qualitative data and there is sometimes difference between cycles of coding/order of coding and categorising (McDowall and Saunders (2010) talk about template analysis, which moves from theme to code rather than the other way round). The risk with categorising/theming first is that a structure is put on to the data rather than the data informing the structure of the findings which would be supported by 'researchers must first look at their data in order to discuss what to look for in their data' (Sandelowski, 1995, P371 cited in Boeije, 2010, P82). However, the taking of different approaches, and the inferred necessity of reflecting on the first approach to analysis (Stage 1 Study) to inform the second approach (Stage 2 Study) is still in line with the open, thoughtful and constructivist, approach of the paradigmatic view of this research.

To elaborate on the general order of analysis, the following steps were included in the process:

Coding: 'Coding is the first step in taking an analytic stance toward the data. The initial coding phase … forces the researcher to define the action in the data statement' (Charmaz, 2008, P216). The text from the Stage 1 Study and the Stage 2 Study was segmented with the use of codes, finding all that could be coded and separating the data into meaningful parts (Boeije, 2010). Coding is short, rapid, and immediate, 'an analytic handle' (Boeije, 2010, P96) and 'by engaging in line-by-line coding, the researcher makes a close study of the data and lays the foundation for synthesizing (sic) it.' (Charmaz, 2008, P216) and 'coding gives a researcher analytic scaffolding on which to build.' (Charmaz, 2008, P217).

The Stage 1 Study was coded using colour coding to bring out the main statements or actions from the transcripts, aligned with certain themes identified through the literature. Learning from the Stage 1 Study, and wanting to take a more open approach, in order to get the data to tell the researcher the themes that should be considered to compare against the narrative established in the Literature Review, the data from the Stage 2 Study was coded line by line, with the codes drawing out the action from the transcripts.

The coding process was in itself iterative, with the researcher questioning her assumptions 'we can raise questions about how and why we developed certain codes' (Charmaz, 2008, P221), and amending the approach if there was a danger of too many assumptions being made. Great effort was made to enable the data to reveal its stories, rather than imposing a story on to it.

The next step of analysis in the case of the Stage 1 Study data was Counting where appropriate. This could be seen as a way of trying to quantify qualitative data, but it is simply a different way to summarise, in keeping with Miles, Huberman and Saldana's (2014, P12) recommendations: '...it may be helpful to convert the data into magnitudes'. Thus, in the case of the Stage 1 Study, and in order to understand the manager's doing and thinking roles for effective management, some quantifying was done in terms of looking at how many participants agreed on certain points.

Categorisation: After coding, the codes were allowed to generate categories (Boeije, 2010), decided upon during the analysis process on the basis of what appears in the data (Boeije, 2010). So the codes or segments were identified 'as relating to, or being an example of, a more general idea, instance, theme or category (Lewins and Silver, 2007, P81, cited in Boeije, 2010, P95). Categorising/grouping can allow for comparisons of individual participants' responses within those grouped areas to be compared.

As mentioned above, and following a discussion in Boeije (2010) about an approach to data analysis with clear categories up front which is seen as a more deductive approach, a great effort was made to categorise from codes in the Stage 2 Study analysis. The use of up-front categories is understandable in this research, as the categories and themes were known from the Literature Review and the questions were formulated around those themes from the Literature Review, and this is 'more common in applied research' (Boeije, 2010, P100). However, it felt important to not have a pre-formed or framed view as this research took an inductive approach. An attempt was made to make the data analysis of the Stage 2 Study less structured, more inductive, with the researcher trying to allow the data to tell her the themes, rather than imposing a structure on the data. This was in comparison to the Stage 1 Study, which was used as a trial run, as well as to inform the data collection and analysis of the main part of the study. The intention was to reflect the philosophical nature of the discovery approach of the whole project in line with the more naturalistic, inductive, thinking, intuitive approach suggested by the methodological discussions and the philosophical discussions around the three strands of thought featured in the Literature Review.

Comparison: From the categories, the core concept/s are extracted (Boeije, 2010) through a process of comparison and combination in order to bring out key categories or themes, with underpinning causes and explanations (Miles, Huberman and Saldana, 2014, P87) explored in order to develop meaning (see later).

Throughout this data analysis process, the data is displayed in a way as to clearly and honestly demonstrate the process of data collection. Data presentation is important at all steps to show the transformation from raw data to meaning. In this research project, examples of the data are presented in Appendix 3 and 9, and with colour coding (Appendix 3) and line by line coding (Appendix 10) in order to show the process of breaking down to later draw up

concepts and constructs. In the Data Analysis sections, the categorisation and meaning is drawn out and text used to demonstrate points.

Meaning: The point of data analysis is of course that we are breaking down data to then build a picture/interpretation of what is happening, to develop a construct/concept. Miles, Huberman and Saldana (2014) recommend a choice of thirteen tactics to draw out meaning and a combinatory approach of a few of these tactics, in line with the pragmatic realist approach of this data analysis, was followed here. Counting (Miles, Huberman and Saldana, 2014, P282) has already been mentioned. Noting patterns from 'similarities and differences among categories' (Miles, Huberman and Saldana, 2014, P278) or recurring phenomena, 'and patterns of processes involving connections in time and space within a bounded context' (Miles, Huberman and Saldana, 2014, P278) was used. 'Clustering' and a test of plausibility, 'it just feels right' (Miles, Huberman and Saldana, 2014, P278) was also used. However, there was also a healthy regard for disconfirmations (the ability to let something go that 'feels right' if there are voices arguing the alternative). This process of breaking down and building up narratives from the data should allow for finding conceptual/theoretical coherence, a process detailed by Wester, 1995, cited in Boeije (2010, P84) as:
1. Exploration, the discovery of concepts (data coding and categorisation)
2. Specification, the development of the concepts (categorisation to building of themes through patterns, clustering, building plausible arguments)
3. Reduction, determining the core concept (testing the themes through checking for disconfirmations)
4. Integration, developing the final theory.

The last point is the culmination of the data analysis: the framework of management established for guidance for hospitality managers, included in the 'Conclusion and Recommendations' section of this work.

Reliability and Validity

'Reliability' and 'validity' are recognised tests of research. Whether research is repeatable, and whether the research measured what it was intended to measure and can it be externalised (generalised) are accepted as assessments of whether research is worthy. Of course the words used, and their definitions, reflecting something finite and precise, are rather more positivist (Stierand and Dorfler, 2012) than the nature of this particular research would think appropriate, and in qualitative research, validity and reliability become dependability and trustworthiness (Stierand and Dorfloer, 2012). Or in qualitative research, 'terms like credibility, transferability, dependability and confirmability replace the usual positivist criteria of internal and external validity, reliability and objectivity.' (Denzin and Lincoln, 2013, P27). Similarly in Lincoln & Guba (1985, cited in Miles, Huberman and Saldana, 2014, P311) the following are important and show the qualitative equivalents of the quantitative tests of worthiness: '1) the objectivity/confirmability of qualitative work, 2) reliability/dependability/auditability, 3) internal validity/credibility/authenticity, 4) external validity/transferability/fittingness, and 5) utilisation/application/action orientation.'

How does one achieve all of these things and evidence the worth of the study? For Objectivity/Confirmability a researcher should be very clear about how the study was carried out with detail, sequence, process, how conclusions were drawn. The research should be clear and thorough (Miles, Huberman and Saldana, 2014). This requirement has led to the thorough explanation in this research project of the data collection process and the data analysis process.

For Reliability/Dependability/Auditability, research questions should be clear, applied appropriately to all participants, clear theories should underpin the research and coding systems should be valid (Miles, Huberman and Saldana,

2014). In the case of this research, research questions were drawn from the literature, tested in the Stage 1 Study through reflection and applied in interviews which, as already discussed in the 'Data Collection' section allowed for a building of rapport and achievement of clarity, as the interviewer could explain questions if necessary. The theories that underpin the research have been well documented in the Literature Review, and great thought put into the coding systems as detailed in the previous section. In line with Miles, Huberman and Saldana (2014) and Robinson, Solnet and Breakey's (2014) advice, everything has been carefully documented for full transferability and auditability.

Miles, Huberman and Saldana (2014) determine thirteen tactics for confirming and verifying – checking for representativeness, checking for researcher effects, triangulating across data sources and methods, weighting the evidence (which kinds of data are most trustable), checking 'unpatterns (checking the meaning of outliers), using extreme cases, following up surprises, looking for negative evidence, making if-then tests, ruling out spurious relations, replicating a finding, checking out rival explanations, getting feedback from the participants (Miles, Huberman and Saldana, 2014, PP294-295). Whilst some of these points do not appear to be relevant to this research, as with the pattern of discussion so far, there are a number of ideas that can be applied. In terms of representativeness, the sample of participants was chosen for their ability to answer the questions from their experience of the point of combination. This research's validity is based on its use of multiple voices/perspectives. Whereas there may be an issue with self-volunteered participants, or participants that feel they should take part as they have been encouraged to by their bosses, the range of managers and employers seemed diverse, and the building of rapport and the encouragement of an open, honest conversation in a confidential environment could be seen to counter against the concerns. Data saturation, as previously discussed, was also obtained.

The presence of the researcher can affect fieldwork and individuals may say what they think the researcher wants them to say: 'participants will often craft their responses to appear amenable to the researcher' (Miles, Huberman and Saldana, 2014, P297). In addition, 'individuals may distrust their interviewers, the sponsoring institutions, and the stated purpose of the research, as well as how the findings might be used. During interviews, professionals may recite public relations rhetoric rather than reveal personal views.' (Charmaz, 2006, P27). As reflected on previously in 'Data Collection' however, effort was put into encouraging participants to say what they thought from their own experience.

Triangulation has already been mentioned in terms of triangulation in data analysis. In data collection, participants with different roles were involved (employees and managers) as well as participants from different parts of hospitality (spa, restaurant, accommodation etc.) This is an example of the use of different data sources. A Stage 1 Study and Stage 2 Study (different data, different analysis) were also used as comparison points.

Finally, and reflecting Glaser and Strauss's (1967; Glaser, 1978) criteria for assessing grounded theory studies, transferability/fittingness, and utilisation/application or 'fit, workability, relevance, and modifiability' (Charmaz, 2008, P230) must be considered. The intention of the research has always been to understand the real world and build a framework for guidance in the context of hospitality management from that understanding. The phenomenological approach is used to understand and explain, and the constructivist approach used to create something workable. The emic approach is used as a touchpoint throughout the research to reflect on the questions, the findings and their usefulness and application, albeit with a weather eye for disconfirmations of personally felt plausibility. Of course the final test of the workability of the research is in its application, not an action intended for this research, but a possibility in future research, along the lines of Boyatzis (1982) who 'recommends that organisations should work from an

explicit model of management tested in the organisation.'. So there has long been understanding of the applicability of such a framework of management guidance as this research suggests (and this ties in with the school of management training and development as discussed in the Literature Review), it is just the specific characteristics of this research that would need to be tested. Perhaps all that is required in order to assess workability at this point is to 'write credible interpretations, which reflect…learning and understanding' (Wolcott, 1996, cited in Stierand and Dorfler, 2012, P954) and to achieve resonance with the audience (Miles, Huberman and Saldana, 2014) in order for them to see the usefulness of what is proposed. In fact, 'some methodologists purport that any transfer of a study's findings to other contexts is the responsibility of the reader, not the researcher (Erickson, 1986 cited in Miles, Huberman and Saldana, 2014, P314).

Conclusion

At the end of this Methodology section, Figure 8 can be revisited to summarise the methodological approach. The research study takes a critical social constructivist viewpoint, and uses a complementary phenomenological strategy. The data collection and analysis is qualitative and inductive, taking data from 32 semi-structured interviews with employees and managers in eight 4* and 5* hotels, split between a Stage 1 Study and a Stage 2 Study. The data created reflexive narratives, which are to be analysed using coding, categorising and comparison in order to draw out meaning. The data that resulted from this methodological approach is included at Appendices 3 and 9, and its analysis, following the approach detailed above follows in the next sections. More detail of the analytical procedure followed is included in the next sections, in the interest of full clarity for confirmability.
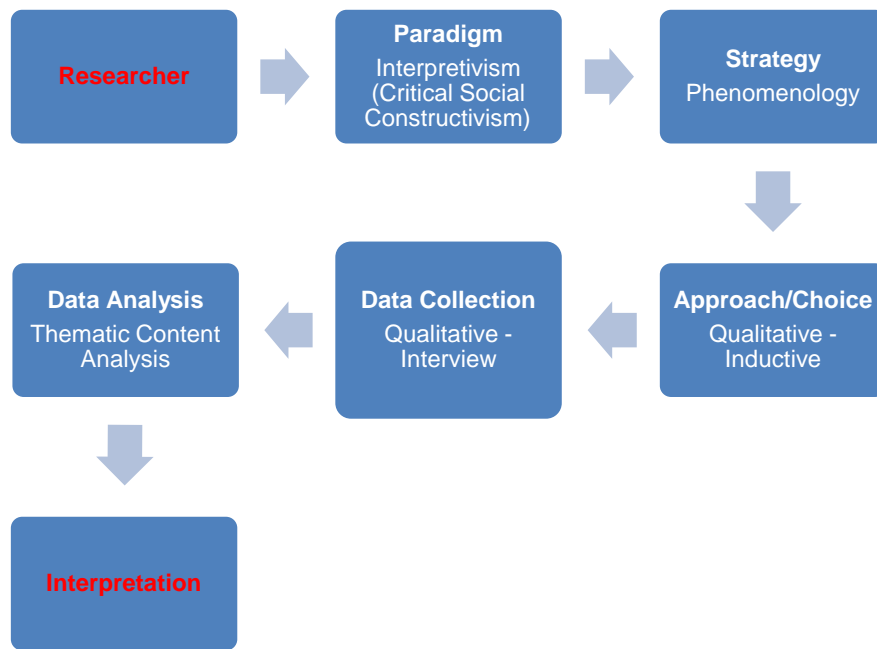
Figure 8: Structure of the Methodology Section (Source: Author's Own)

Data Analysis and Discussion

Summary

The conclusion of this study is that the 21st century hospitality manager is an amalgamation of the constituent parts identified in Figure 9. The 'all-round' model of a manager was drawn up at the end of the Stage 1 Study and Stage 2 Study and is complemented by the detailed mind-maps itemising each constituent part included at Figures 16-19, 21-22 and 24, and the tables quantifying some aspects of the model at Tables 14-18.
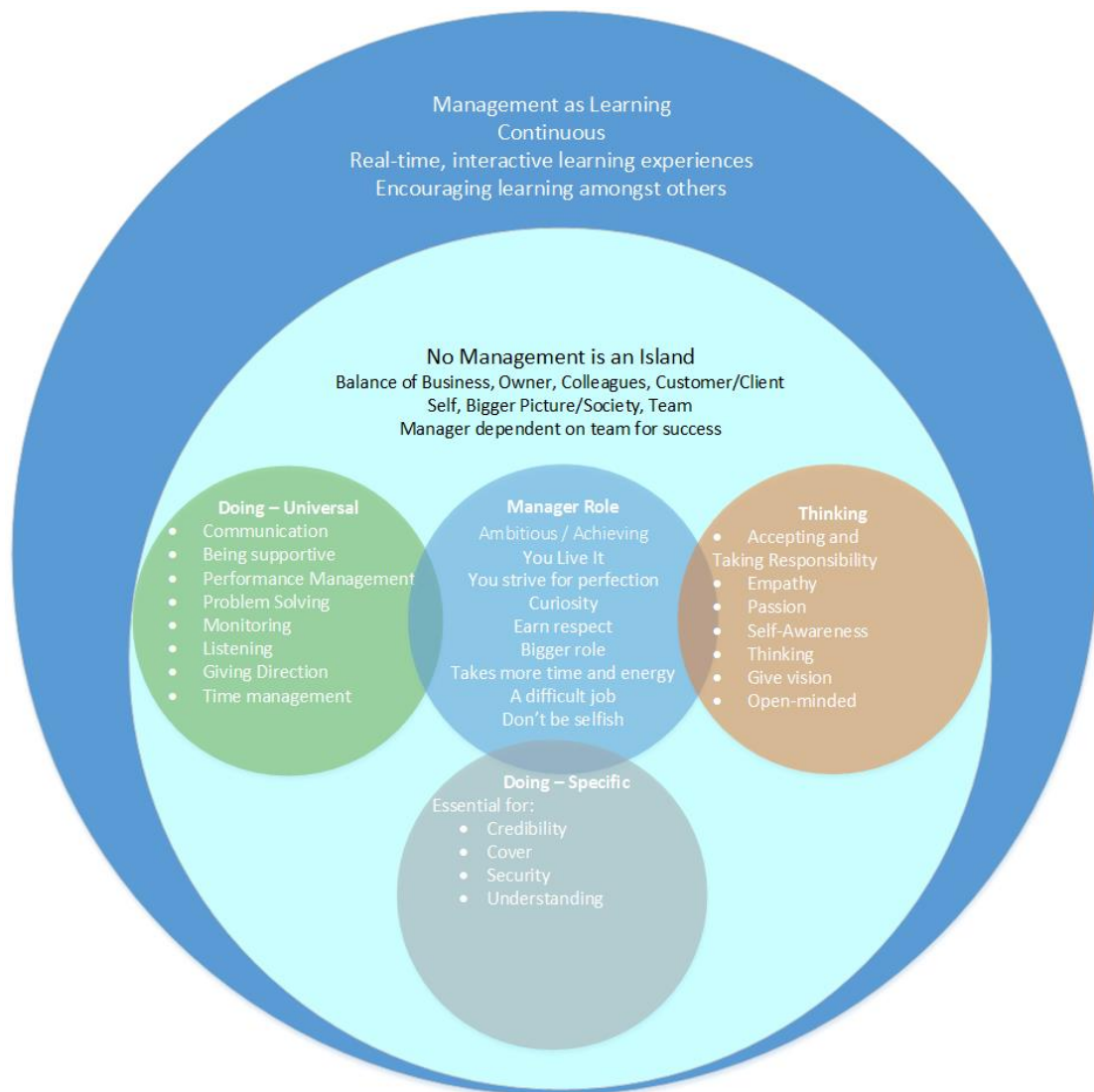
Figure 9: An 'all-round' conceptual model of a modern hospitality manager (Source: Author's Own)

This depiction is justified by the data analysis, which highlights, supports and elaborates on, the significance of the themes established in the Literature Review for the management role: Management as Learning, the co-dependency of management (No Management is an Island) and the role of Doing and Thinking. The contextualised study of the hospitality manager reinforces the idea that themes from general management literature apply to hospitality management, and elaborates on those points to create a model for good management.

The Manager Role emerges as a construct that justifies the philosophical direction of this research study: that a Manager is more than a 'do-er' and more than a person just doing more (in volume) of their technical skill-set (supporting Juch, 1983; Mumford, 1988; Galanaki, Bourantas, and Papalexandris, 2008; Thacker and Holl, 2008; Slover, 2008 Kingston, 2009; Ice, 2009; GWS, 2012; Politt, 2014; Patel, 2014). The Manager Role is identified with a distinct set of characteristics that sets it apart from the employee, and whilst specific, technical skills are found to be essential, the Manager Role transcends the specific role with the addition of universal, transferable, management skills (Fayol, 1949; von Bertalanffy, 1950; Kinsella, 2012). These universal skills come from constantly learning, and recognising the manager's dependency on their surroundings for learning and for success.

In order to reach this 'all-round' model, the data collection and analysis spanned a Stage 1 Study and a Stage 2 Study. These are detailed below in terms of the data extracted and analysed from each.

The Stage 1 Study

The Stage 1 Study consisted of 16 interviews with managers and employees. By virtue of its sheer size, the Stage 1 Study itself could stand alone in its contribution to the discussion about hospitality management in the 21st century as the sample size is acceptable for a qualitative study.

In terms of results, the Stage 1 Study represents a re-contextualisation for hospitality management of work previously done on general management by testing, amongst other things, the 'Doing' list of management activities drawn up through cross-examination of the management literature in 'Doing and Thinking: The Doing' which resulted in Table 5.

The intention was to use the Stage 1 Study to test the nascent theories regarding the three discussions extracted from the literature and formulate

'middle-range theories' (Charmaz, 2008) and identify areas for more investigation in the Stage 2 Study. In this intention, the Stage 1 Study was successful, and what follows is an explanation of how the Stage 1 Study moved the discussion from its early beginnings to the Stage 2 Study. The early beginnings being the re-contextualisation of the general management literature for hospitality management (continued into the Stage 2 Study), and the movement of the discussion being that there are 'pointers' or signposts from the Stage 1 Study that the areas of 'Management as Learning' and 'No Management is an Island' are worthy of further investigation.

The Stage 1 Study also led the researcher to re-focus on the intended phenomenological, qualitative nature of the research and reflect on the potentially overly 'boundaried' nature of the Stage 1 Study, evidenced also by its tendency in analysis towards quantitative assessments (tables, counts of responses), in order to manage the Stage 2 Study in a more open, informal manner. This is a triangulation approach (akin to a mixed methods study) that validates the overall study in terms of its depth and self-examination.

As well as using the Stage 1 Study as a step to the Stage 2 Study, the shift from Stage 1 Study to Stage 2 Study, and the data collected in both were, as already described in 'Methodology: Data Analysis' section, combined to create a rich and deep set of data from which to draw understanding. The layers of the Stage 1 Study and the Stage 2 Study were intended to add validity to the overall study by allowing for triangulation of the data between the two studies. The different approach to coding and categorisation between the Stage 1 Study and the Stage 2 Study (the Stage 1 Study moving from theme to code, the Stage 2 Study from code to theme), was intended as a way to thoroughly interrogate the data. This is evidenced by what follows: the amount and depth of data examined and the correlation between findings at both stages.

Discussion 1: Doing and Thinking

After interview and transcription, the sixteen Stage 1 Study transcripts were coded using a very simple coding system: ==Yellow== denoted activities identified by the interviewees as 'good' management activities and ==Red== was used to identify what the participants considered 'bad' management, the intention being to test the management activities in Table 5 as signifiers of effective management. The intention to test what made for effective management was supported by the study of 4* and 5 * organisations, as described in the Methodology section. However, the intention was to question those at the centre of the constructed management relationship (the point of combination – see Figure 6) for their views of effective management in order to draw out the detail and test assumptions from the general management literature. Examples of the Stage 1 Study transcripts (three transcripts), coded as detailed above, can be found at Appendix 3.

After coding, the similarities in response were identified by categorising, or 'sorting' the themes that came out of the transcript and counting the recurrence of certain key themes and some conclusions were drawn. This first step of analysis supplied a table of good and a table of bad behaviours/activities/characteristics of managers. The table of all responses can be found at Appendix 4 and the concluding categorisation of these responses into good and bad are as below in Table 9 and Table 11.

According to the respondents in the Stage 1 Study, 'good' or effective management included the following in Table 9. The different layers of colours denote themes, where similar responses were grouped together. These coloured themes are then represented in the simpler list at Table 10 below. Table 9 is also replicated in Appendix 2, with comments that show the researcher's reflective points as she discusses the themes emerging from the data analysis. This is evidence of the iterative, interpretive process of data analysis (Miles, Huberman and Saldana, 2014).

Table 9: Stage 1 Study Findings: Good Management – Broad Categorisation

Characteristic/Activity	Manager participants who pointed this out	Employee participants who pointed this out
Remembering all the little things that people were/are doing	1	
Having a good working knowledge of what we're doing, knowing what the tasks are and what the products are	3, 7, 8	1
Being involved with staff/knowing at all times/knowing what's going on	3, 8	3
Empowering people/getting people to think on their own/encouraging independence	1, 9	1, 2, 3, 6
Dealing under pressure/keeping calm/coping	1, 3, 7	4, 6
Support/Helping	1, 2, 4, 5, 9	1, 3, 4, 6, 7
Reassurance		
Getting alongside employees	5, 9	1, 7
Being close to staff, professionally and/or personally		2, 7
Telling employees when they're doing something wrong promptly, constructive negative feedback	1, 4, 7, 9	1, 3, 6
Giving honest feedback	1, 5	1, 3
Saying thank you/well done/being appreciative/giving positive feedback	1, 5, 7	4, 6

Resolving issues/problem solving/dealing with difficult situations/making decisions	1, 2, 3, 7, 9	2, 3, 4, 6
Thinking/Thinking ahead/Deliberating/Investigating/ understanding the challenges	1, 3, 4, 5, 8	3, 4
Developing employees/staff/encouraging their development/training	1, 2, 4, 5, 6, 8, 9	1, 2, 3, 4, 5, 7
Communication skills	1, 2, 4, 8	1, 3, 5, 7
Having an open door	6, 7	1, 2, 4
Involving staff	4, 6, 7	1, 5
Being someone to talk to/Listening/allowing interaction	3, 4, 7, 8, 9	2, 3, 4, 5, 7
Giving your staff a lot of time	3, 4, 5	5
Working as a team with other departments	1, 5, 6, 7, 8	5
Leading by example/being a role model	1, 3, 4, 5, 7	5
Being organised/organisational skills	1, 2, 3, 5	1
Keeping staff informed of what is going on, seeing how their jobs contribute to the overall work of the organisation. Promoting sense of ownership	2, 5	1, 2, 3
Understanding/Understanding language and behaviour (including different cultures)	5, 6, 7, 8, 9	3
Being fair/treating people equally	4, 5, 7	3, 5
Being responsible, more	2, 3, 6, 8	5

responsible than employee, accepting responsibility		
Knowing how to handle things the 'right' way/ability/experience/knowledge? Judging situations, using instinct	2, 4, 5, 7, 8	5, 6
Being strict when necessary	3, 4, 6, 9	7

A simpler list (Table 10) brings out the key characteristics in order of popularity in terms of mentions.   The colours show how the characteristics above were grouped, with a category description being chosen to represent a number of points made to support each category (each layer of colour represents a different category and is an attempt to make the results more aesthetically pleasing and creative (Charmaz, 2008)). The process of this categorisation including the discussion it entailed is included in a replication of at Appendix 2 to evidence the reflection of the researcher.

Table 10: Stage 1 Study Findings: Good Management – Detailed Categorisation

Communicating x32
Helping and supporting staff x16
Giving feedback, both negative and positive in an honest and prompt fashion x16
Developing and training staff x13
Problem solving and making decisions x9
Knowing what your staff are doing at all times x8
Thinking, Considering and Investigating – being aware of the challenges that face all employees and considering actions in the face of those challenges x7
Using knowledge and experience to judge and act x7
Empowering people x6

| Working with other departments x6 |
| Leading by example x6 |
| Keeping calm under pressure x5 |
| Being organised x5 |
| Keeping staff informed of what is going on so that they can understand their roles in the organisation x5 |
| Understanding x6 |
| Treating people equally x5 |
| Taking and accepting responsibility x5 |
| Being strict when necessary x5 |

The 'top' bad management characteristics (there was less agreement in this area) were as follows in
Table 11.

Table 11: Stage 1 Study Findings: Bad Management

Characteristic/Activity	Manager participants who pointed this out	Employee participants who pointed this out
Purely task orientated	6, 7	2
No appreciation/not caring	8	3, 4
Being aggressive/angry	2, 3	4
Shouting	2	4, 6
Allowing stress to show	3	4, 6

In addition to the extraction of comments from the participants leading to a categorisation of key management characteristics in Table 10, the participants also largely agreed that all of the items in the list supplied (Table 5) as part of the interview process (the list that emerged from an examination of the management literature and detailed in 'The Doing') were management activities, apart from some very specific skills, which were seen as the domain

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of senior management or specific functions. This in itself represents a contribution to research: a re-contextualisation of general management literature for hospitality management. The process ascertained that all of the management activities mentioned in the literature and used to compile the list were current and relevant. Furthermore, the exercise led to a discussion of those skills into the most important for effective management, although this prioritisation was identified of worthy of more work through the Stage 2 Study.

This part of the analysis is the most obvious area of contribution to the literature from the Stage 1 Study. It was reflection on this, and the reinforcement of some basics with regard to management Doing and Thinking that led some theories to be supported, but also established the need for a deeper and more philosophical examination of the field in the Stage 2 Study (see the 'Conclusions, and Actions…' section).

The intention was to characterise management's requirements to update the literature on the subject and to conceptualise management (Dalton, 2010) before progressing with the discussion. As discussed in 'Rationale' and 'Methodology' the emic or insider (Denzin and Lincoln, 2000; Charmaz, 2008; Detmer, 2013 after Husserl), or practitioner (Krishnaveni and Sripirabaa, 2008; Stierand and Dorfler, 2012; Gehrels, 2013; Robinson, Solnet and Breakey, 2014; Ziakas and Boukas, 2014; Nazarian, Atkinson and Foroudi, 2017) view is required to add to the literature and also to test the theory put forward by management theorists and writers (Mumford, 1988) in a critical, social constructivist approach.

From the outcomes of the research, we know that certain management behaviours constitute the core of a manager's job (there was little disagreement with the key components of the list of management activities provided to participants). However, it was also established that certain management behaviours constitute the core of an <u>effective</u> manager's job

(Table 10) and a contextualization of the key categories of Doing and Thinking to hospitality management resulted in a more nuanced list (see below).

The main list of effective management characteristics (Table 10) was cross-referenced with the detailed analysis in the Literature Review ('The Doing' and 'The Thinking') to draw out further detail. As was recognised in the Literature Review, the detailed work on 'Thinking' characteristics was done after the Stage 1 Study (the Stage 1 Study recognising the need for further elaboration in this case). In Table 12 responses are split into doing and thinking and the process/people split is also recognised. This table therefore cross-references the Stage 1 Study with the established literature (a critical social constructivist approach), drawing out the Thinking and Doing characteristics by their identifiers (process, people, and types of activity) as discussed in Table 5 and Table 7. The literature used to inform Table 5 is included in the table below, to show where the Stage 1 Study findings supported the literature, but also where there was no similar mention in the Literature Review. In this case, the Stage 1 Study adds contextualization and detail to the literature.

Table 12: Detailed Analysis of Effective Management Characteristics: The Doing and The Thinking

		Category assigned in Literature Review
Communicating: Giving time to the staff; listening; being present to talk to; involving staff in updates, discussions and decisions (Luthans, 1988; Mumford, 1988; Drucker, 1999; Brady, 2011; Bielański et al.,	PEOPLE	DOING

2011; Tyler, 2013)		
Helping and supporting staff This was drawn out in the Literature Review as: *Recognising human nature of business relationship – coaching, mentoring, counselling* (Mayo, 1933, Maslow, 1954; McGregor, 1960; Argyris, 1960; Likert, 1961; Alderfer, 1972; Guerrier and Lockwood, 1989; Boddy, 2005; Witzel, 2009; Waller, 2013)	PEOPLE	DOING
Giving feedback, both negative and positive in an honest and prompt fashion *Not drawn out directly in the Literature Review*	PEOPLE	DOING
Developing and training staff (Stewart, 1967; Luthans, 1988; Guerrier and Lockwood, 1989; Drucker, 1999; Cole, 2004; Brady, 2011; Bielański et al., 2011; Waller, 2013; Tyler, 2013; Pollitt, 2014)	PEOPLE	DOING
Problem solving and making decisions	PROCESS	CRITICAL THINKING –

		THINKING/DOING
(Stewart, 1967; Juch, 1983; GWS, 2012)		
Knowing what your staff are doing at all times

This was drawn out in the Literature Review as: *Controlling* (Fayol, 1949; Luthans, 1988; Drucker, 1999; Naylor, 2004; Boddy, 2005) | PEOPLE | DOING |
| Thinking, Considering and Investigating – being aware of the challenges that face all employees and considering actions in the face of those challenges

(Juch, 1983) | PEOPLE | EMOTIONAL INTELLIGENCE - THINKING |
| Using knowledge and experience to judge and act

Not drawn out directly in the Literature Review | | LEARNING, LEADING - THINKING/DOING |
| Empowering people

(Stewart, 1967; Luthans, 1988; Guerrier and Lockwood, 1989; Drucker, 1999; Cole, 2004; Brady, 2011; Bielański et al., | PEOPLE | DOING |

2011; Waller, 2013; Tyler, 2013; Pollitt, 2014)		
Working with other departments This was drawn out in the Literature Review as: *Breaking down barriers and encouraging collective support/collaboration* (Luthans, 1988; Archer and Cameron, 2009; Zilliox, 2013; Pollitt, 2014)	PEOPLE/PROCESS	DOING
Leading by example (Mintzberg, 1973; Arnaldo, 1981; Boddy, 2005; T + D, 2008; Bielaňski et al., 2011; GWS, 2012; Zilliox, 2013; MSC, 2014; Wood, 2015)		LEADING - <mark>THINKING</mark>
Keeping calm under pressure *Not drawn out directly in the Literature Review*		<mark>THINKING</mark>
Being organised (Fayol, 1949; Juch, 1983; Drucker, 1999; Naylor, 2004; Boddy, 2005)	PROCESS	DOING
Keeping staff informed of what is going on so that they can	PEOPLE	DOING

understand their roles in the organisation See *Communicating*		
Understanding See *Helping and Supporting*	PEOPLE	EMOTIONAL INTELLIGENCE - <mark>THINKING</mark>
Treating people equally This was drawn out in the Literature Review as: *ensuring cross-cultural understanding and teamwork and managing diversity* (Macfarlane and Ottewill, 2001; Cole, 2004; T + D, 2008; GWS, 2012; Nazarian, Atkinson and Foroudi , 2017)	PEOPLE	OBJECTIVITY - <mark>THINKING</mark>
Taking and accepting responsibility (Drucker, 1999)	PROCESS	DOING
Being strict when necessary This was drawn out in the Literature Review as: *Disciplining and Dismissing staff* (Stewart, 1967; Luthans, 1988; T + D, 2008; Bielański et al., 2011)		LEADING – <mark>THINKING</mark> – CONTROLLING - DOING

From this analysis, we can reflect on a number of aspects in relation to the literature. The nature of management is such that whilst we might deconstruct management characteristics into doing; the function (Drucker, 1999) or the specific compared to thinking (Witzel, 2009) or the universal, and therefore we might design our understanding of management by field of study (theory, thinking) and activity (practice), this is false in the <u>minds</u> of the insider or practitioner. Their considerations of a manager are not arranged in this distinct manner, in line with Kallinikos' (1996) view of a dichotomy of doing and thinking being embodied in one function. Thinking is seen as intrinsic or essential to management activity in that either the explanations of what is required show obviously that link between thinking and doing, or there is attention to both thinking and doing in an attempt to explain what makes a manager effective. An effective manager will show thinking characteristics as well as critically important behaviours to get the job done.

It could therefore be argued that good management <u>does</u> exist at the meeting point between philosophy and action as demonstrated in Figure 4.
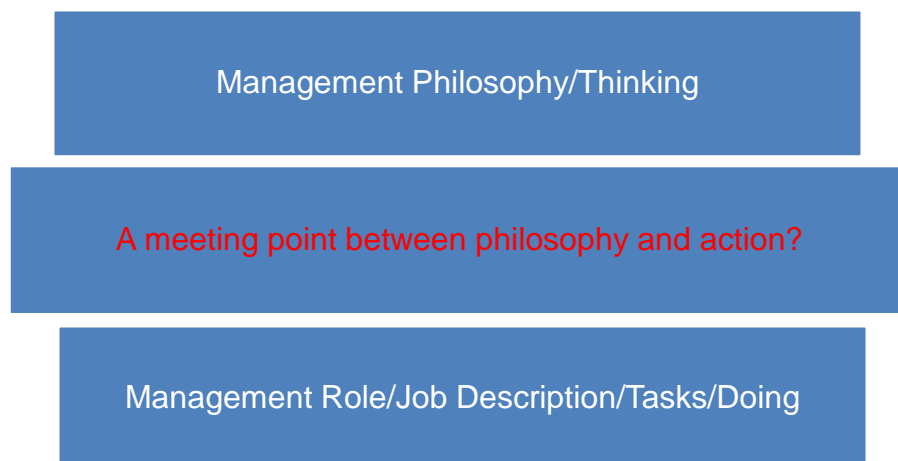
Figure 10: The Thinking and the Doing (Source: Author's Own)

What is the mix of Thinking and Doing though? From Table 10 and Table 12, we might say that the cocktail recipe for effective management is 8:13 – 1 part thinking to 1.6 parts doing (there is more emphasis on 'doing activities' in the

assessment of effective management characteristics). This is a unique and exciting way of describing the effective manager, and supports the view of a manager as a mix. In fact, this conclusion supports the views of manager as predominantly active/behaviour-based, (the tendency of management theorists and training and development activity), but it also argues with a separation and instead invites the reader to consider a management training and development approach that examines the thinking behind or contributing to the activity.

Defining management was not difficult for those involved in this Stage 1 Study. However, the use of a list in the form of Table 5 may have restricted the participants from thinking of things not on the list and restricted the participants to thinking of management along the lines of the Doing/Thinking dichotomy as described in the Literature Review. This reminds one of the issues with market research and innovation: 'in the context of innovation, there is a considerable problem with market research: if you ask people what they want, they will refer to something they are familiar with' (von Stamm, 2005, P117). Similarly, Kaplan (1999) questioned whether customers can 'articulate needs they don't know they have' (Kaplan, 1999, cited in von Stamm, 2005). The provision of a list risks restricting participants' feedback to that list and this boundaried nature of quantitative data collection is discussed and rejected for the Stage 2 Study in 'Methodology: The Research Approach/Choice' therefore the Stage 2 Study was developed in order to open out the questioning and collect more feedback of a less boundaried nature. Thus, the Stage 2 Study involved a more unstructured interview approach.

Discussion 2: Management as Learning
'Management as Learning' was a nascent theory at the Stage 1 Study phase which means there were no specific or direct questions about whether management was learning, from the participants' points of view, in the Stage 1 Study questions. Rather, the responses given regarding training and

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development activities, and general responses that included reference to learning were used as signposts that the emerging strand of discussion around 'Management as Learning' was an area to be explored further. Two appendices (Appendix 5 and Appendix 6) contain the larger sets of data regarding learning.

In Appendix 5, responses regarding 'training and development' (the general theme/category of this part of the analysis) are tabled. However, further work was done to code the responses and to draw out some underlying sub-themes or sub-categories to add depth to the general theme/category. In Appendix 6, comments from the participants regarding learning are assigned categories. Whereas, as explained in the Methodology, the order of analysis for the Stage 1 Study was from theme to code, these additional steps are an example of the constant hermeneutic phenomenological approach of interpreting the text (Aagaard, 2017). Some interesting themes, reinforcing the interest in discussing management as learning from a variety of angles, arose from these two different exercises. The themes are noted in **bold** below and supplemented by comments and quotes from the research.

There was little <u>disagreement</u> (and a quantitative approach of what was more or less important was not intended) in the responses. Rather, different views and interesting points about a range of tools and ideas linking management and learning were extracted, an inductive approach to theory building to test and add to through the Stage 2 Study. These are summarised as follows:

1. **Some skills cannot be taught**

In the responses, (nine participants gave information regarding training and development) the distinction between management and leadership, raised in 'No Management is an Island' was evident: *'You can teach people management but not leadership, it's a mindset.' (M1)*. This supports a separation of management from leadership, reflected as society's view where management is 'unsexy' and negative (Waller, 2013) but argued with by

Drucker (1999), Dalton (2010), Mintzberg (2012) and Wood (2015) as well as Waller (2013), who argued that leadership is part of management.

There was some discussion about whether management and leadership is innate or can be taught. There was some belief that management skills were natural: *'it comes naturally' (M4)* and M3 made a number of general comments in support of management skills being natural, supported by E2: *'I think it's about charisma.'* This supports the view of management as 'innate' or a more guttural response as suggested by Postmodernism (Cole and Kelly, 2011) and the 'born not made' argument reflected by Witzel's commentary (2009) and Mumford's (1988) top managers who did not see learning as particularly important to their success.

However, these respondents' views were contrasted by two other comments: *'I think being a people person is key … everything else can always be learned.' (M2)* and *'Some people are naturally confident, they're naturally patient, and sometimes they just know how to deal with people and difficult situations. Those who don't, it's like training, you can tell them the best practice, you let them go through it, and analyse it afterwards.' (M6).* And the 'made not born' argument also has its proponents in the literature (Taylor, 1911; Casson, 1931; Juch, 1983; Kolb, 1984; Drucker, 1999; Certo and Cole, 2013 when talking about Learning Organisations).

In these points the idea that management is a mixture of skills: innate and learned, thinking and doing (Kallinikos, 1996; Lyons, 2009) as discussed in the analysis of 'Doing and Thinking' is reinforced. In both M2 and M6's points we hear that some skills can be learned, others cannot, or for some people, some skills do not need to be learned, for others, they do. In total though, the consensus could surely be that all skills can be learned, whether they are needed to be learned or not is up to the individual. Knowing whether a skill needs to be learned is a different question, and may be the required innate thinking skill of 'self-awareness' (Juch, 1983; Drucker, 1999; Dalton, 2010)

2. Application

The respondents commented on how they learned. The nature of their answers reinforces the mix of doing and thinking (Kallinikos, 1996; Lyons, 2009) and challenges the split of management education from management thought and practice as reflected in the analysis of 'Doing and Thinking'. Many theorists considered that management is learned from cognitive reflection on the doing (Naylor, 2004; Cole, 2004; Boddy, 2005; Witzel, 2009; Cole and Kelly, 2011) and from experience (Juch, 1983; Kolb, 1984; People 1st, 2013). These respondents supported this approach and therefore the link of management development to the practice of management.

Respondents commented on how they learned best and what was good practice: *'It's one thing to go to university and be taught lots of different theories etc. in class… but it's another thing to carry it on/out' (M1).*This need to apply theory is reflected again in *'... after the Master's degree you go straightaway in a management position, there's a big gap' (M3)* with another respondent considering that *'I would say that the majority of my learning was probably learning by doing' (M8).*

This supports Abdullah's (2009) report of managers being pessimistic about training of the more official kind.

3. Workplace Learning

The need to apply learning reflected in the above comments is practiced in many ways in the workplace. Learning from others at work, and from work experience, is a very important possibility in the eyes of the respondents. This reflects the view that a manager does not act alone (Sheldon, 1923; Stewart, 1967; Juch, 1983, Mumford, 1988; Drucker, 1999; Boddy, 2005; Wilton, 2013). In addition to the comments above which support workplace application of theory, other respondents commented: *'On the job training and development is … very important.' (M1)* and *'Yes, shadowing somebody,*

going into, for example, the Heads of Department meetings to get a better
understanding of why we do things, why procedures are in place.' (M3).

Shadowing and going into meetings are two examples of workplace learning,
which also include:

- debating points with fellow colleagues (M1);

- sharing experiences with other colleagues (M6);

- doing the job and analysing what works and what does not
  afterwards (M6, M8);

- learning from other departments or businesses by going to those
  businesses and observing and learning from the managers there
  (M1, M3, M4).

Finally, the exposure to difference is a route to faster improvement: *'I think
the more you're exposed to different departments and different scenarios, the
faster you learn and develop.'* (M7) This sort of comment adds nuance to the
ways of learning discussed in the Literature Review, which recognised 24
different ways that training and development is carried out. The comment
also suggests that barriers to training and development (Boe, 2010; Aramo-
Immonent, Koskinen and Porkka, 2011; GWS, 2012; Ali and Magalhaes,
2008) may be limited to formal training and development and in fact people
are engaging in natural learning all of the time, linked to their everyday jobs
and experiences. This natural learning is further supported by learning from
trial and error as detailed in the following.

4. Trial and Error

The concept of learning from Trial and Error appeared in responses sorted
into both Appendix 5 (answers specific to training and development) and
Appendix 6 (general observations about learning).

Learning here is again through the act of management: *'we maybe follow this
way, and see the response, the reaction from the team and then, if I do it that
way, what would be the response?' (M5)* and learning from one's own

experience and from others: '*Absolutely, I do things from my background, what I have experienced, it doesn't mean it is right, it doesn't mean it is wrong, that's a way.' (M6).* Again this is reinforcement of management learning from doing (Juch, 1983; Kolb, 1984; Mumford, 1988; Naylor, 2004; Cole, 2004; Boddy, 2005; Witzel, 2009; Cole and Kelly, 2011; Certon and Certo, 2013) and supports the idea of managers growing themselves (Dalton, 2010) as well as a previously reported preference for internal development (Juch, 1983; Mumford, 1988; McDowall and Saunders, 2010; Concrete Products, 2013).

This sort of response also suggests that managers accept that there cannot be an absolute: '*I learn a lot by my own mistakes and by my own observations' (M8)* and that it is acceptable to be constantly learning: '*Every day there is learning how to manage people, how to manage situations. We do mistakes, it's really appropriate to make mistakes, but it's important to learn from mistakes.' (M3)*

5. Role of Externals

Despite the emphasis on workplace training, there is a role for external input, whether in formal training (M4, M8), getting tips or examples (M4, M7, M8), or mentoring/coaching (M4, M8): '*I enjoy a person who trains me. Who trains me personally, a trainer. A brain trainer. And I love it to do kind of group work, when we have a personal trainer.' (M3).* This sort of response argues with Bartunek (2007) and Dalton (2010) who raised the issue of the inefficacy of management training and development, and those who argued that there are barriers to formal training (Ali and Magalhaes, 2008; Abdullah, 2009; Boe, 2010; Aramo-Immonen, Koskinen and Porkka, 2011; GWS, 2012;).

However, one manager felt that courses may be for more junior managers: '*I think it does come down to experience. But we have a lot of courses, there's constantly something coming up, specifically for people who are in that interim period'. (M6)*

The above points regarding workplace training, learning from mistakes and from others predominantly came from Appendix 5, but are all reflected in the themes drawn out from Appendix 6, again in bold below and supported by comments from the participants:

6. Always Learning

The discussion about learning in certain ways (a sort of compartmentalisation of learning) is exploded in comments such as *'I think there's always room for improvement and development'* (M1) and *'every day is a learning day'* (M5) This supports the point raised in the section on 'Trial and Error' that a manager never accepts that they have reached an absolute. M3 concurs: *'Every day there is learning'* and *'there is a lot of learning for me I think'* (M5). For M4 it is a role characteristic as a manager *'wants to develop constantly.'* This sort of response certainly supports the view that learning is essential (Juch, 1983; Slover, 2008; Thacker and Holl, 2008; Moore, 2009; Ice, 2009; Kingston, 2009; Pineda, 2010; Salopek, 2011; Johnson, 2011; GWS, 2012 D'Angelo Foster, 2013; People 1st, 2009, 2012, 2013a, 2013b, Patel, 2014; Pollitt, 2014) however it might be undertaken (and the various ways are detailed above). All of these points reinforce the idea of constantly shifting and learning (and therefore the unfinished and non-absolute nature of management).

7. Change/need to keep up-to-date

The need for learning is to a certain extent imposed, mandatory*: 'everything is always changing, every day is changing, the economy is changing every day, so there a lot of huge impacts…'* (M5) and *'you have to keep up with changes that are happening outside and in the industry. Because it's so fast-paced, you definitely have to keep up to date with what's going on, and keep your skills up to date as well.'* (M1). This is 'bought into' by the managers and their staff: *'I think it's really important to be up to date.'* (E1). This supports the 'dealing with uncertainty' and external-facing view of the Learning Organisations, the Postmodernist and the Modern Day schools of

management (Cole and Kelly, 2011; Certo and Certo, 2013; Management Today, 2016; Flett, 2017).

All of the above, elicited from the Stage 1 Study, contributed in a most exciting way to the overall discussion and led to the development of the Stage 2 Study. One of the key questions in the Literature Review was the separation between thought and practice and which comes first: the thought or the practice. The Literature Review argues that management thought came out of management practice (Witzel, 2009; Naylor, 2004; Boddy, 2005; Cole, 2004; Cole and Kelly 2011) but out of that first fruition comes a constant and continuous cycle where what worked and what did not work in management provides guidance for managers and students, and ideas to be tested. 'Management as Learning' suggests support for a Kolb (1984) Learning Cycle for all of management theory. To reinforce this, this is how the body of management literature came about, and it is proposed that day-to-day management itself is a microcosm of this macrocosm of 'management as learning' on a management school of thought basis. In addition, if day-to-day management as a microcosm operates on this continuous learning basis, then the macrocosm must do too, so linked to management practice is the management theory (it is from whence it came). If this is the case, then management training and development must benefit from understanding where the learning comes from, and in turn therefore, where it could be expected to take place (in order to plan a management development framework).

The Stage 1 Study ascertained the link between the theory and the application with a view that theory on its own is only part of the establishment of management practice. It also established that trial and error is important, that much can be learned from practice. This suggests that the microcosm of practice contributes to the learning process and supports the idea of Kolb's (1984) management cycle of learning on the microcosmic level as well as the macrocosmic, as described above. The Stage 1 Study participants also

established the need to be always learning out of necessity, because of the needs of the job itself and because the changes to the sector are constant. Thus, an effective manager needs to be learning at all times to keep up to date. This establishes the need to learn from internal experience (trial and error) and about external happenings, demands and influences. This latter point reflects the truth of the 'point of combination' of employee, manager, organisation and society, and reinforces the idea of management practice and theory learning from and being dependent on society, as society learns from and is dependent on it (Hofstede, 1980; Drucker, 1999; Kull, Mena and Korschun, 2016 and suggested in Table 4). Here again the macrocosm meets the microcosm.

The Stage 1 Study establishes that learning is required (due to changes taking place), is constant and continuous (every day) and learning comes from the external and the internal. The external is society, industry, and there is a role for external input, whether in formal training, getting tips, or mentoring/coaching, perhaps to obtain the objective (to the organisation) viewpoint. The internal is learning from doing, trial and error, as well as learning from others at work.

Finally, there is a cross-referencing to the debate about 'Doing and Thinking' and the mix of skills required and the learning from doing the job exposed here, as well as a cross-reference to the strand of the discussion of co-dependency, to be discussed next.

The Stage 1 Study, through analysis of the data, reinforced, comment by comment and idea by idea that there was:

     a) a good argument for supporting the idea of 'management as learning',

     b) good grounds to investigate further the strands of discussion, and

     c) that there was a great benefit and feeling of excitement to hear what people had to say about the nature of their jobs and management in

the hospitality area, reinforcing some ideas of management but also raising the idea that it was a bigger, philosophical undertaking that would be exciting and useful to conceptualise. In order to 'decide on strategies to develop the manager' (Dalton, 2010, P16).

Discussion 3: No Management is an Island
Finally, the Stage 1 Study shed some light on the co-dependency of management debate.

It has already been discussed in this analysis that managers learn from society's changes and needs, and from their workplace experience (the internal activities and relationships) and thus co-dependency from a learning aspect is introduced. Whether a manager is aware of this co-dependency has not been considered and this will be investigated further in the Stage 2 Study. Furthermore, the other relationships in co-dependency (how and why does a manager interact with employees, the business, society) were not investigated and need to be in the Stage 2 Study.

What was discussed, and again needs discussing in more detail in the Stage 2 Study, is the co-dependency of the Universal and the Specific, or how much of the manager's role is dependent on the specific. Amongst other things, this is of interest to see if management is universal or general (Fayol, 1949; von Bertalanffy, 1950; Kinsella, 2012), or tied to the organisation and/or to the industry in which it sits (Stewart, 1976, 1982; Mumford, 1988; Kinsella, 2012; Ratanjee, 2014), a debate commentated by Naylor (2004) and Cole and Kelly (2011).

The other angle on this debate is the tendency to see a manager as an extension of their expertise from whence they came (Kinsella, 2012). Where and how they climbed the ladder, and how much credence is given to their experience and qualifications from when they were on the first rung when they have reached the fourth (Slover, 2008; Thacker and Holl, 2008; Ice, 2009;

Kingston, 2009; GWS, 2012; Birkinshaw cited in Waller, 2013) was discussed. Finally, whether a manager can get things done through other people (Stewart, 1967; Naylor, 2004; Boddy, 2005) without needing to know the detailed job was debated in the Literature Review. Figure 3 (duplicated as Figure 11 below) suggested an amalgamation of the different strands of thought to suggest a model of management, which shows different layers: the universal or management thought at the top, and the specific skills at the bottom. In the middle are the skills of contextualisation or situational management where the best management approach is linked to the specific requirements. This relationship between the specific and the universal needs to be tested further in the Stage 2 Study as, in the Stage 1 Study, only one question was asked about universality versus specificity, but the responses were sufficiently enticing to warrant further exploration in the Stage 2 Study.

Universal - Management Skills

The Transition and
Contextualisation/Choice

Individual - Specific/
Technical Skills
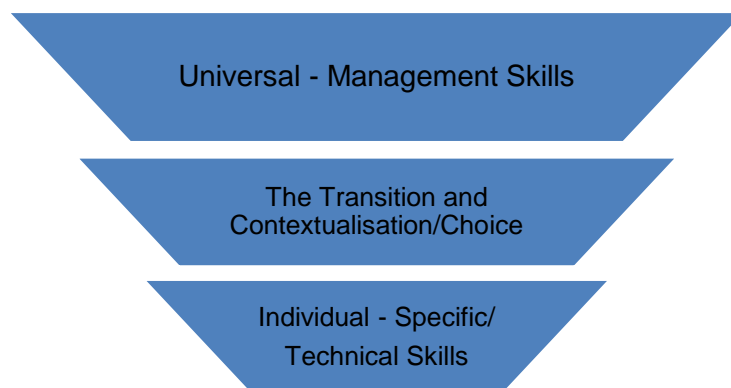
Figure 11: The Inter-Dependency of Skills for Managers: Universal and Specific (Source: Author's Own)

The responses regarding universality and specificity are attached at Appendix 7, with coding, categorisation and counting (of the number of responses for or against needed specific skills and the reasons for it).

The Stage 1 Study participants, with their answers to the question of whether specific skills were important to a manager in the hospitality sector were unambiguous.   Fifteen out of 17 responses (one of the participants was both manager and employee and the count is of responses to do with specificity

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versus universality rather than individuals) thought that specific knowledge was important. This supports the specificity argument (Stewart, 1976, 1982; Mumford, 1988; Kinsella, 2012; Ratanjee, 2014). The reason the responses were sufficiently enticing to warrant further exploration was that 2 out of 17 responses were quite strongly against the idea of the need for specific knowledge and therefore in support of universality (Fayol, 1949; von Bertalanffy, 1950; Kinsella, 2012):

> *'I don't think you need to have any knowledge of any hospitality area to become a manager, I really don't, in the hospitality industry. I think it's more having the skills, because you can always learn on the job things…' (M1)*

> *'I think it's not necessary (to have knowledge of the hospitality area) I would say, I think it's more about the personality as well, I would say.' (E2)*

A lack of complete accord, or the presence of disconfirmations (Miles, Huberman and Saldana, 2014) make this an area worthy of further investigation, in line with the continuing discussion reflected in the Literature Review in 'No Management is an Island: Universality versus Specificity'. However, the weight of the discussion was indeed in favour of the manager's role being absolutely co-dependent with their technical or specific skills.

Out of the responses that felt that specificity was essential, the reasons for this are to understand the following details in bold (quotes from the respondents are supplied as an example of the detail required). It is fascinating that the manager is required to have specific knowledge for such a range of reasons and this is a real contribution to the literature which considered just two points regarding other people's expectations of a manager (Boddy, 2005) and in order for a manager to be able to trust their

staff (Mumford, 1988). This additional information is interesting and useful on a number of levels:

   a) to expand the discussion about universality versus specificity,

   b) it highlights managers' co-dependency on internal and external influences: employees as an example of the <u>internal</u> – managers are required to answer questions, earn respect and trust; local knowledge and knowledge of change in the hospitality industry. As an example of the <u>external</u> – managers need to keep up to date to manage their sections. This leads to more thought and discussion on the co-dependency of management, and

   c) the factor of management as learning weaves its way through these responses also – a manager is always learning about the specifics of their jobs, in order to do their jobs effectively.

Areas that require specific knowledge:

- **Competitors**
- *'it's quite a niche market… we have to keep in touch with what our competitors are doing' (E1)*
- **rates and revenue**
- *'so we always need to know what's happening in the hospitality industry, like general, everywhere, and specifically in our area, because obviously our job is to maximise the revenue, and my Revenue Manager is updating our rates and updating us, with what's happening' (E3)*
- **reservations**
- **marketing**
- *'last and not least is reservations and revenue, that side of it is also very important. We generate more than 70% of revenue – is coming from rooms, so the knowledge of that understanding in those segments, marketing aspects, is very important.' (M5)*
- **how things work in the hotel**
- *'I can't put my finger on it, but it's having that variety of knowledge of the whole hotel, of how things work, because there's so much going on' (M2)*

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- **people (in a hospitality situation)**
- *'hospitality is all about that natural connectivity and finesse of the person. People skills are really important for a manager in hospitality' (M4)*
- **property management systems**
- **local knowledge**
- *'I do think it's important that there are specifics in knowledge for property management systems perhaps and the knowledge about what's happening in London, general knowledge about what's happening' (M5)*
- **the global industry**
- **rapid change affecting industry**
- *'you need to have the global knowledge of the industry in general. It's true it is an industry that's constantly changing, the customer, market is constantly diversifying, it's hard to attract a certain business, the rates, the price are so different nowadays, but the manager who knows, who understands how this industry is working, and then is able to transmit it to his team, job done' (E7)*
- **Food and Beverage**
- *'if you want to manage in the food and beverage area, I would say you need the basics, not just for your own confidence and for your own understanding of what's needed, but in order to gain the trust from your colleagues as well.' (M8)*

As well as understanding the areas in bold above, specific knowledge and skills was also seen as required for the management skills or traits in bold below, again evidenced by the quotes supplied to demonstrate the points:

- **Control**
- *'as a manager you should be in control of everything beneath you, everything around you, everything above you as well' (M2)*
- **answering staff questions**
- *'I think it's key to have a good working knowledge of what we're doing' (E1)*

- *'You need to have a wide understanding of everything…it doesn't matter what it is because that is what they will ask you'* (M9)
- *'if the manager knows his job well, if he is trained properly, of course you will go to him, you will ask any questions and he will give you an answer.'* (E4)
- *'… if you have some questions, like to you from your staff, so you can easily answer, not like 'let me think what I have to do or let me ask someone who can help me'. That's important.'* (E4)
  - **earning trust**
  - **earning respect**
- *'In my opinion, I cannot trust anyone if he doesn't have any clue what's going on. How can I trust him and if I don't trust him, it's very hard to respect someone who doesn't take actions'* (E6)
- *'you only gain respect by showing how you've risen, how you've been in the same situations as your other employees have.'* (M8)
  - **independence (not depending on staff)**
- *'I think if I have a manager who does not have any idea about hospitality, he will somehow, he needs us … he depends on us too much. So if he's depending on us, then I cannot look at him as a manager, you cannot leave your staff to have more knowledge than you.'* (E6)
  - **training staff**
- *'I'm expecting someone in charge to give me this training and to explain me more, to know more about this…otherwise I will have his job, no?!'* (E6)
  - **proving you've paid your dues**
  - **credibility**
  - **management of different cultures**
  - **impressing staff**
- *'you need to do the ground work, pay your dues, work your way up and show that you know how to deal with certain situations, because from those situations, you then use that experience to become a supervisor, to*

advise people how to deal with those situations, and you know from experience' (M6)

- *'What you might not know is how to deal with the different cultures and how to address things to different people, because of the way they perceive you, because they might say 'oh you've never worked in hotels', or they might challenge you, and that would make it difficult.' (M7)*

This claim that specific skills and knowledge are required both to inform what a manager does/did and for credibility with staff suggests an absolute co-dependency between the specific skills and the management skills ('a tension between the universal and the particular (Naylor, 2004)), despite the skills of the effective manager discussed in the analysis of 'Doing and Thinking' not reflecting any specific skills <u>directly</u>. There <u>was</u> a dominance of responses that good people management was important (11 out of the 18 recognised effective management skills were people focussed). The combination of good people and process management was part of the role of an effective manager, with no specific mention of a manager needing to know how to do the job of their employees. Examination and interpretation of the comments, in the light of the participants' responses with regard to the need for specific skills (and in keeping with the hermeneutic phenomenological approach to this research) there is an inference of the need for specific skills. Comments such as (collected as part of the 'Doing and Thinking' part of the analysis) 'Knowing what your staff are doing at all times, developing and training staff, leading by example and using knowledge and experience to judge and act.' (see Table 9). More needs to be asked about this aspect of management in order to gain a clear picture of this co-dependency, which will help to establish the nature of a management development guide, and the essentiality of the specific industry knowledge at the base/core of that development.

Conclusions, and Actions drawn from the Stage 1 Study
The Stage 1 Study was designed to form part of a phenomenological approach to data collection, which would verify ideas formed from the

Literature Review and create 'middle-range theories' (Charmaz, 2008, P204). In this, it was successful, as the strands of discussion and thought discussed in the Literature Review, and the ideas that were starting to be formed, were reinforced with the data collection and analysis of the Stage 1 Study and opened up the study to the next stage of data collection.

Reflection on the Stage 1 Study data collection can be split between process and content.

Process

Firstly, after the data analysis of the Stage 1 Study data collection, the researcher reflected on the interview process, the actual implementation of the interviews, the questions asked, and the worth or otherwise of the process in meeting the aim and objectives of the research study. This reflection on the implementation of the Stage 1 Study can be found at Appendix 2 and a key comment from there with regard to the process is as follows:

> *'The 'better' or seemingly more productive interviews were more unstructured (on the structured to unstructured spectrum) than structured, and as can be seen from the transcripts, as the interviews went on, the interview interaction became more natural, with questions leading on from responses.'*

This is in contrast to the more restricted approach of how the Stage 1 Study interviews started, with the risk of mundanity in terms of concentrating on management activities through the provision of a boundaried list. In fact, this list was not needed. The key value of the Stage 1 Study was indeed to reinforce 'The Doing' part of the overall study, with its support for the activities identified and listed as part of the Literature Review in Table 5. However, this was added to, and in fact a re-contextualisation of the literature for the field of hospitality management carried out through not entirely relying on Table 5 but collecting comments to build a picture of what was actually happening in

hospitality management, resulting in Table 10. This reflected a truly hermeneutic, phenomenological study in the collection of comments and their interpretation to develop inductive theory. This was added to in the Stage 2 Study with additional participants, to create a real suite of useful data and an all- round model of the hospitality manager.

Content

In terms of content, the Stage 1 Study was successful in re-contextualising general management literature for hospitality management, and in continuing to reinforce the combination of 'doing' and 'thinking' explained with the use of Table 12 which in turn reinforced the idea of management as learning, and the co-dependency of management with its surrounding factors and influences for learning purposes. As the combination of 'doing' and 'thinking' is an emerging, genuine theme of interest, this can be added to with a higher number of participants, as above, in order to understand the different doing and thinking activities of the hospitality manager, moving away now from the general management literature and really adding to it.

'Management as Learning' emerged as an exciting and viable prospect from the Stage 1 Study. The thrill of analysing the comments that seemed to show a constant and continuous learning, without absolutes (Talbot, 1997, cited in Dalton, 2010: Wood, 2015; Naylor, 2004) was motivating.

Finally, the Universality and Specificity discussion elicited unambiguous data that specific technical skills were essential for a hospitality manager but with some disconfirmations that meant it was worthy of greater investigation. The co-dependency of management on its surroundings outside of the learning experience was not really studied in the Stage 1 Study, although there were sufficient pointers from the discussions on learning and from the Universality and Specificity discussion to show that a manager was constantly interacting with both internal and external factors in the pursuit of their job.

Table 13: Learning from the Stage 1 Study for Implementation in the Stage 2 Study

Action from Stage 1 Study	Impact on Stage 2 Study
Doing and Thinking Established the mix of doing and thinking activities, developed a new way of looking at the 'management cocktail mix. Boundaried and often quantitative in nature (list of activities, counting and tabling of results)	Extension of the study of doing and thinking activities to identify the full range of activities: revision of questions. The Stage 2 Study was developed in order to open out the questioning and collect more feedback of a less boundaried nature – a more unstructured interview approach: interviews were amended to give more opportunity to the interviewee to add their thoughts. The interviewer also used more probing questions (appropriate for the specific interviewee, depending on their responses).
Management as Learning Only touched upon in Stage 1 Study but with some interesting ideas forming worthy of greater investigation and validation.	Extension of the study to understand the true nature of management learning.
Co-dependency Universality/Specificity discussion started, with clear guidance that	Extension of the study to question respondents on the specificity required in management.

specificity is important but with some disconfirmations that make the question worthy of further discussion. Furthermore, the other relationships in co-dependency (how and why does a manager interact with employees, the business, society) were not investigated and need to be in the Stage 2 Study.	Extension of the study to examine the co-dependent relationships investigated in the Literature Review: Society, Employee, and Business.

After the Stage 1 Study, it was clear that a further stage of data collection was required in order to further verify the initial theories as well as to interrogate the developing ideas in more detail.

The Stage 2 Study

A pause was taken after the Stage 1 Study to reflect and review the data collected and analysed thus far, in order to direct the Stage 2 Study. As well as the reflections included in the above section, 'Conclusions, and Actions drawn from the Stage 1 Study' on the process and content of the Stage 1 Study, Charmaz's (2006) questions about data saturation were used to consider the data collection process thus far and guide the next stage.

Questions asked were:
- Was the data useful for developing core categories?
- Was the data suitable and sufficient to meet the objectives?
- Is there enough background data about persons, processes, and settings?
- Are there detailed descriptions of a range of participants' views and actions?
- Do the data reveal what lies beneath the surface?
- What kinds of comparisons can be made between data? How do these comparisons generate and inform ideas?

Taking these in turn:
- The Stage 1 Study established some useful sub-categories for Management as Learning: some skills cannot be taught; application; workplace learning; trial and error; role of externals; always learning and change/need to keep up to date. It also found evidence in the data to underpin the three discussions: Management as Learning, Co-dependency and Doing and Thinking (working from category to detail in this respect). However, as the Stage 1 Study moved from category to code, there was still room to be open to extracting categories from new data, and this was a focus of the Stage 2 Study.

- The Stage 1 Study was satisfactorily productive in meeting aspects of objectives 2 and 3 (contributing to the key discourses, and contributing

significantly to updating the definition of effective management in the hospitality industry respectively). However, the operative word here is 'contributing to' and reflection on the Stage 1 Study identified gaps in the data collection so whilst objective 2 had arguably been achieved through the Literature Review, and through this work in the Stage 1 Study, objective 3 had not yet been met and there was scope to contribute further to objective 2.

- There was enough background data for the phenomenological inductive approach of the study (there was no requirement for specific, in-depth information as might be required for a case study). The interviews and therefore the transcripts had collected detailed descriptions of a range of participants' views and actions. However, there was scope for more data to be collected in order to extend the study.

- The area in need of most attention was, in reaction to the researcher's uneasiness as to the mundanity of the approach in the Stage 1 Study, a need to get 'beneath the surface' of the responses from participants, getting to the 'essence' of management rather than the surface categorisation of management activities.

- An extension of the study would also allow for a triangulation of data between the Stage 2 Study and the Stage 1 Study in order to generate more robust, dependable, theories, in line with the discussion in 'Methodology: Data Analysis: Reliability and Validity…'.

The Stage 2 Study was therefore launched with the set of questions as attached at Appendix 8. Sixteen interviews took place in summer 2016, and resulted in strong discussions of various topics in order to fill the gaps in the research as identified by the Stage 1 Study, and add depth in all areas. The interviews were transcribed and three examples are attached at Appendix 9.

In order to triangulate and fully test the data, and in order to get the data to tell the researcher the categories that should be considered to compare against the narrative established in the Literature Review and the data analysed for meaning from the Stage 1 Study, the data from the Stage 2 Study was coded line by line, with the codes drawing out the action from the transcripts. As previously discussed, the Stage 1 Study data was coded from themes and the change in the Stage 2 Study analysis was intended to allow the data to inform the structure of the findings, rather than any structure being imposed on the data. The coding process was in itself iterative, with the researcher questioning her assumptions as 'we can raise questions about how and why we developed certain codes' (Charmaz, 2008, P221), and amending the approach if there was a danger of too many assumptions being made. Great effort was made to enable the data to reveal its stories, rather than imposing a story on to it.

The process of the analysis was as follows:

1. All 16 Stage 2 Study transcripts (see Appendix 9 for examples of these) were read carefully.
2. The process of coding then began, using content analysis to draw out keywords and a margin coding technique (Miles, Huberman and Saldana, 2014), until the researcher realised the benefit of using Excel in order to code and therefore categorise later in a more ordered way.
3. The interview transcripts were placed in an excel spreadsheet (see Appendix 10 for an excerpt) and each response coded. Questions were marked 'N/A' in order not to include any comment from the interviewer. Any responses that were not relevant (off topic, conversation to put the participant at ease) were marked 'No code'. An example of this step of the coding is included below.

Figure 12: Step 1 – 3 of the Stage 2 Study coding process: Input to Excel to Coding

4. In order to concentrate on the relevant parts of the work, the 'N/A' and the 'No code' items were hidden from the list, as shown in the example below.

Figure 13: Step 4 of the Stage 2 Study coding process: Filtering to show Coding

5. The segments of text were then sorted into categories denoted by the codes, for each participant. An example of this step is shown below. This process was repeated and checked three times.

Figure 14: Step 5 of the Stage 2 Study coding process: Categorisation

6. These categories were then transformed into mind-maps comparing all 16 participants' input by category, which meant sorting the data by category and code (see colour coding on the excerpt at Appendix 10). The participants' input was shown using the codes assigned to their comments (see Figure 15) and the visualisation exercise of creating the mind-maps allowed for these to be grouped together where justifiable, thus creating sub-categories. Thus, where a number of people talked about, for example, empathy, this was seen as a sub-category of 'Thinking' or where a number of people talked about the reasons they undertook learning, these were related as sub-categories of Learning (for Self, for the Team, to respond to External influences). The use of different codes from the participants' responses to describe a sub-category allowed for a personalisation of the input, reflecting the richness of the data. To explain, the sub-category 'Empathy' could include codes such as 'Recognise when someone needs help', and 'mutual understanding', which better reflected the detail of the 'Empathy' sub-category than leaving the title 'Empathy' to stand alone.
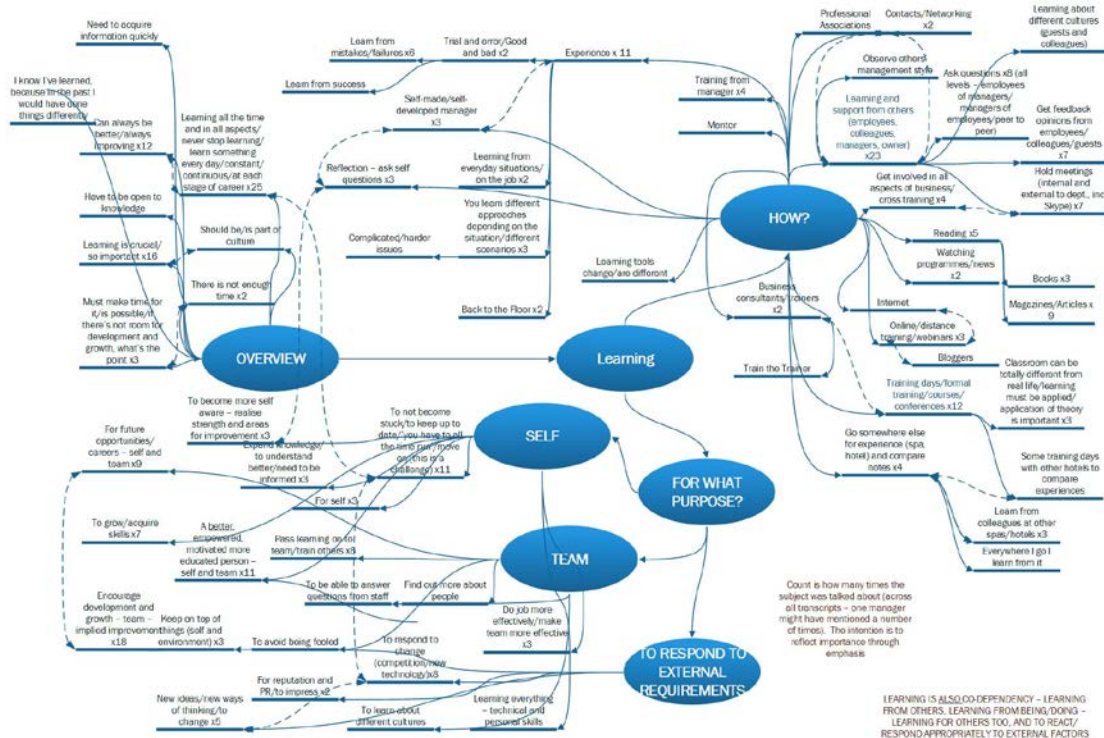
Figure 15: Creating Mind Maps from the Categorisation and Coding of the Data – an example

Amendments were also made at this step in the process to categories in order to make sense of the comments and codes. This step was particularly interesting and productive in terms of its concentration on iterative practice: checking, testing, changing and formulating ideas from the coding and categorisation (facilitated by the creation of the mind-maps). Both deductive (testing of thoughts and theories) reasoning and inductive (building of thoughts and theories) was developed. A striking result at this step was the real integration or obvious cross-referencing between categories (learning, co-dependency, doing and thinking). This had of course been recognised in the Stage 1 Study as, for example, data collected on Universality and Specificity showed that managers were always learning in order to keep their specific knowledge to the level required. In addition, managers talking about learning showed their reliance on workplace

learning, from their own experience and from working with others, and this is an example of co-dependency.

7. The key categories and sub-categories were then drawn out, under the main themes of the three discussions from the Literature Review, using tables, and/or with excerpts from the interview transcripts to demonstrate the categories and sub-categories.

8. Findings were analysed, where appropriate using comparisons against the Stage 1 Study and the Literature Review to build a guide for management development.

This process fully supports the methodological approach discussed in 'Methodology'. Phenomenological data collection is concerned with collecting descriptions of a group of people's experiences of a happening/an event (a phenomenon) (Creswell, 2013). This was done through the interview process. The data analysis step of coding and categorisation thematically analysed the descriptions in order to grasp and elucidate meanings that are 'embodied and dramatized in human experience represented in a text' (van Manen, 2014, p. 319). Data analysis drew out the commonalities/the essence (Creswell, 2013) of those experiences into core concepts through a process of comparison and combination of codes (Boeije, 2010; Charmaz, 2008; Miles, Huberman and Saldana, 2014). These concepts were then compared against the theoretical framework of the three discussions of the Literature Review, and the data collected in the Stage 1 Study, the first stage of the research project, supporting the critical social constructivist approach to the research.

The data analysis of the Stage 1 Study created a foundation for the Stage 2 Study, revealing the relevance of the study and contributing to the strength of the Literature Review. The analysis of the Stage 2 Study and comparison to the Stage 1 Study further strengthened the three discussions, really reinforcing the established discourses.

On one hand, the predominance of the Literature Review established themes in the data can be seen as good, and supports that data sufficiency or saturation has been achieved (the ideas in this area have been fully discovered). However it is also a little disconcerting as whilst Miles, Huberman and Saldana (2014) support the test of plausibility, 'it just feels right' (P278) one always has to have a healthy regard for disconfirmations (the ability to let something go that 'feels right' if there are voices arguing the alternative).   However, in this case, with a thorough look at the data, resulting from questions that were of course designed to investigate the themes drawn out by the literature and by the Stage 1 Study, the researcher is confident that appropriate depth has been achieved.

With iterative attention to, and thorough processing of, the data, one category that had not specifically been labelled previously (unlike learning, co-dependency, universality, specificity, doing, and thinking) was brought out. Consideration of codes such as 'all-encompassing' and comments on the difference between a team member and a manager's role, led to the establishment of the category: 'Manager Role'. The category reflects the idea of management as an individual issue (reflecting Drucker's (1999) view) and in fact forms the central part of the 'all-round' conceptual model of a modern hospitality manager (repeated at Figure 9 and Figure 27). It has been included in the discussion 'No Management is an Island' as a way to recognise it's centrality to the discussions held in this research.

The analysis of the data is presented by Discussion, Category/ies and Sub-category/ies. The categories reflect the discussions from the literature, but through presentation in mind-maps, sub-categories were delivered (for example, 'Doing' is broken down further into 'visibility, supportive, team' etc.). This is evidence of the depth and thoroughness achieved.

After the formulation of the mind-maps alongside the data analysis process of going over the results of the Excel spreadsheet coding and categorisation

time and time again, there was a distinctive/meaningful phase. This was where each mind-map, category and code was interrogated to ensure fit/overlap and to check any categories where an item could be seen to fit in two or more categories. In the end, the Category 2 option (introduced in the Excel spreadsheet when coding and a reflection of overlap) was just used as a check, with the mind-maps making a lot of sense individually as representations of categories, but with some very clear joins/associations with items within an individual mind-map, and then across mind-maps. These associations are brought out in the following analysis.

The analysis is presented in the following sections. Each discussion encompasses a category or categories and their associated sub-categories, as shown here as a template.

Discussion 1: Management as Learning

Category 1: Learning

Sub-Categories:

- Overview
- How
- For What Purpose?
    o Self
    o Team
    o To Respond to External Requirements

Discussion 2: No Management is an Island

Category 1: Co-Dependency

Sub-Categories:

- Business
- Owner
- Colleagues
- Customer/Client
- Self

- Bigger Picture/Society
- Team

Category 2: Universality and Category 3: Specificity (discussed together)

Category 4: Manager Role

Sub-Categories:

- Ambitious / Achieving
- You live it
- You strive for perfection
- Curiosity
- Earn respect
- Bigger role
- Takes more time and energy
- A difficult job
- Don't be selfish
- Want to have influence/impact
- Keep private self
- Mentally tough
- Emotionally tough
- Balance emotions

Discussion 3: Doing and Thinking

Category 1: Doing

Sub-Categories:

- Communication
- Listening
- People Skills
- Setting Direction
- Performance Management
- Supportive
- Monitoring
- Flexibility
- Time Management

- Visibility

Category 2: Thinking

Sub-Categories:

- Responsibility

- Empathy

- Passionate

- Self-awareness

- Thinking

- Leadership

- Motivation

- Honesty

- Good

- Inspiration

- Open mindedness

The intention of hermeneutic phenomenological research is to 'interpret the ''texts' of life' and 'creatively grasp and elucidate meanings' by 'presenting these meanings in a rich and vibrant language' (Aagard, 2017, P524) and through 'aesthetic writing' (Charmaz, 2008, P231). This is intended to achieve resonance with the audience (Miles, Huberman and Saldana, 2014). To this end, the data is analysed and presented here in a variety of formats in order to present the findings to their full richness.

- For all categories, the Excel spreadsheet at Appendix 10 shows an example of information from the transcripts, coded and categorised.
- For each category, there is a mind-map. These visually represent the significant depth and high level of detail of the study and they reveal any established sub-categories, with their associated codes.
- For categories where it is meaningful, there are tables that show the sub-categories and break the responses in those sub-categories down further, indicating the level of responses (the number of times something was mentioned by the participants). For example in the sub-category of 'How'

for Learning, 23 responses identified learning and support from others, compared to 12 responses identifying formal training days. This is done to a certain degree depending on the category, although all the responses can be seen in the mind-maps. This is not done for all categories, as in some cases, the codes elicited from the texts were not so easily quantifiable. In the Co-Dependency area for example, the emphasis was on drawing out ideas of what needed to be balanced, not necessarily the degree to which different factors needed to be balanced.

- Quotes from the 'texts' of life (the transcripts) are used to demonstrate points where appropriate. There are no quotes in the 'Doing and Thinking' section as this did revert to a count of returned responses of whether certain behaviours were manifest in an effective manager. This is in keeping with the structure of the Literature Review with regard to this discussion.

- The findings from the data are also discussed in relation to the Stage 1 Study and the Literature Review, resulting in a thorough triangulation of data, and confirming the critical, social constructivist nature of this research.

Discussion 1: Management as Learning

Category 1: Learning

The mind-map for the Learning category is at Figure 16.
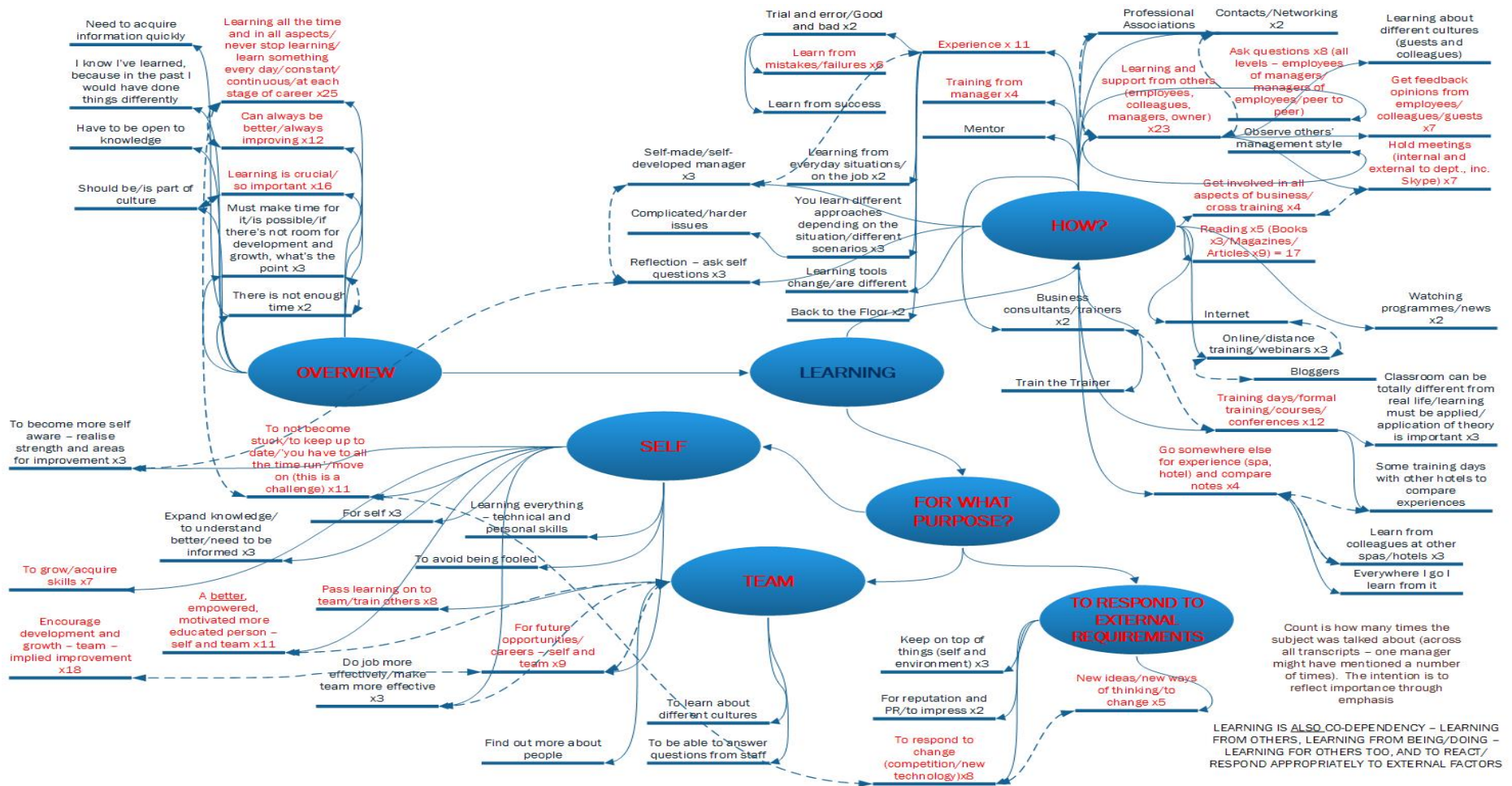
Figure 16: Learning Mind-Map

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Through the process of visualising the data in the mind-map, the data collected was broken down into sub-categories of 'overview', 'how' (learning takes place), 'for what purpose' (does learning take place) and there was sufficient evidence to break 'for what purpose' down further into 'self' and 'team' and 'to respond to external requirements'.

Table 14 shows the emphasis on different aspects of each sub-category in terms of number of similar codes returned.

Table 14: Learning Category - Emphasis in terms of number of similar codes returned

Learning				
Overview	*How*	*For What Purpose?*		
		Self	*Team*	*External Requirements*
Learning all the time - constant and continuous x25	Learning and support from others x23	To not become stuck x11	To encourage development and growth x18	To respond to change, competition, new technology x8
Learning is crucial – important x16	Reading x17	To be better, more empowered, more educated x11	To be better, more empowered, more educated x11	For new ideas, new ways of thinking x5
Can always be better – improving x12	Training days – formal training x12	For future opportunities x9	For future opportunities x9	
	From experience x11	To grow/acquire skills x7	Pass learning on to team x8	

Learning				
Overview	*How*	*For What Purpose?*		
		Self	*Team*	*External Requirements*
	Ask questions x8			
	Get feedback x7			
	Hold meetings x7			
	Learn from mistakes/failures x6			
	Training from Manager x4			
	Get involved in all aspects of business – cross-training x4			
	Go somewhere else for experience and compare notes x4			

Overview

As can be seen clearly from Table 14, information obtained in the sub-category of 'Overview' of learning revealed that, in the management relationship at the point of combination in Figure 6, learning is constant, continuous (25 codes returned), and crucial (16 codes returned) as improvements can always be made (12 codes returned).

This sentiment is supported by the following two quotes from participants:

> *'It's so important, you never stop learning even simple things, you're learning how to listen, you're learning how to hold a conversation with someone, you're learning how to talk to clients when you have a difficult case, how to control your emotions, how to control your behaviour, so many things that you are always improving!' (M11)*

> *'… you don't stop, and say 'yeah, I know everything'. Because you're faced with different scenarios every day, different people and all, so it would be good also to share my story, that everywhere I go, I take something, I learn from it, and that's how I grow. And I still want to grow, so it's not that I stop at this level.' (M19)*

This data also supports the establishment of the sub-category of 'Always Learning' from the Stage 1 Study analysis of responses regarding Learning, validating the idea through data triangulation.

Mumford (1988, P36) argued that 'the manager's prime concern is with the process of managing and …learning will be a subsidiary purpose'. This is not evident from the above points and quotes. In fact, rather than separating out learning and managing, managers are learning <u>as</u> they manage, supporting the view of learning from doing and reflection on doing (Juch, 1983; Kolb, 1984; Naylor, 2004; Cole, 2004; Boddy, 2005; Witzel, 2009; Cole and Kelly, 2011; Certo and Certo, 2013) but strengthening this point by emphasising the

learning, and the managing, as constant and continuous processes of improvement. This gives further credence to the claim of 'Management as Learning' as a key concept. This symbiosis of management and learning as taking place to improve things, is evidenced according to the above quotes, *'you are always improving'* (M11) and *'I still want to grow'* (M19). This constant need to develop, to make things better echoes the accepted idea of management training and development. Casson (1931) commented that organisations were 'muddling' along, and management training and development followed as a way to improve things. In this research, managers are learning to improve things, in line with shared feelings about the benefits of management training and development (Drucker, 1999; Ellinger et al., 2002; Selden, 2005; Slover, 2008; Moore, 2009; Ice, 2009; Pineda 2010; Salopek, 2011, Johnson, 2011; d'Angelo Fisher, 2013; People 1st, 2009, 2012, 2013a, 2013b; Shenge, 2014), but managers are not necessarily seeking separate training and development opportunities, they are learning in the workplace to improve (Juch, 1983; Mumford, 1988; McDowall and Saunders, 2010; Concrete Products, 2013). This supports the idea of management practice as learning and the correspondence of learning with <u>effective</u> management practice.

How

As can be seen from Table 14, from information obtained in the sub-category of 'How', the dominant form of learning is from 'learning and support from others' (23 codes returned). Another popular form of learning is 'Reading' (17 codes returned) and 'Training days – formal training' (12 codes returned) does feature. The 12 codes returned for formal training are significantly fewer than the 86 codes returned for other forms of learning. These other forms of learning are: experience, asking questions, getting feedback, holding meetings, learn from mistakes/failures, training from manager and other aspects of the business, going somewhere else for experience (see Table 14). These could be described as real-time and interactive learning experiences in the workplace.

This support for interactive learning experiences in the workplace was predicted by Juch (1983), Mumford (1988), McDowall and Saunders (2010), and Concrete Products (2013) who reported that managers favoured learning 'on the job' and from experience. The interactivity of management and the learning process could be seen as 'an exchange of learning' (Certo and Certo, 2013, P68), and akin to the nurturing environment proposed by Dalton (2010) and 'Learning Organisations'.

The existence and value of interactive learning experiences was also supported in the Stage 1 Study, where discussions about learning created the sub-categories of Application, Workplace Learning, and Trial and Error. This triangulation of the data between the two studies shows that the power of learning from practice in hospitality management is therefore strong. In the Literature Review, it was proposed that there was a potentially false separation between management as an act and learning through Management Training and Development, and this idea is supported here by the view that managers learn from the practice of management.

The nature of this learning from interactive learning experiences reflects Taylorism's learning process of observation, experimentation and standardisation and its successor, Kolb's (1984) experiential learning theory as well as Certo and Certo's (2013) view of the value of learning from experience.

The nature of Learning 'from Experience' (11 returned codes) and learning 'from mistakes/failures' (6 returned codes) also reflects the development of management theory. Management theory developed as a reactive and cyclical process building on what had come before and reacting to what worked well, or did not work well (management theory results from practice as Witzel, 2009; Naylor, 2004; Boddy, 2005; Cole, 2004; Cole and Kelly 2011 claimed). As with management theory, management practice learns from

itself also. It is not definitive or an absolute (Talbot, 1997, cited in Dalton, 2010: Wood, 2015) and changes as its requirements and surroundings (Naylor 2004) change. The proposal is therefore that management should not be split between theory and practice (Kallinikos, 1996; Lyons, 2009) and that learning takes place as management takes place.

A recognition of the value of real-time and interactive learning experiences, in fact 'Management as Learning' may prevent the 'worrying mismatch between businesses' choices of management and leadership development (MLD) and that which is actually deemed worthwhile by those who have undertaken it…'. (Professional Manager, 2012, P10) if the recognition of management as learning in and of itself can be promoted as a part of management development.

The presence of 'Reading' in these returned responses does show that managers in the modern hospitality workplace are not afraid of admitting to reading, and things have therefore changed since the 1980s (Ball, 1983; Mumford, 1988) (or the views of Ball and Mumford were views of a general management environment, rather than the hospitality industry).

Also, as with the Stage 1 Study's recognition of the 'Role of Externals', the recognition of 'training days – formal training' is in the 'top 3' of 'How' learning takes place (see Table 14) although in the Stage 1 Study this was seen as most useful for those in the developing management roles, and perhaps not for the more experienced. This research is not able to pinpoint at which point training days are most valid, although, as discussed in the Context section, this research looked at managers who had recently transferred from the technical specialist to the manager role, and they are recognising here the value of training courses. This supports Patel (2014, P20) who questions 'do they (interactions with senior/other staff) provide the direction, support or feedback that frontline leaders need when transitioning? Apparently not enough.' Whereas the majority (based on 86 codes returned) of participants

at the 'point of combination' in the management relationship' find interactive learning experiences useful, there is still a place for other learning and development, or a more structured form of learning from those experiences. This queries the doubts raised in the Stage 1 Study and beyond about formal management and development (Abdullah, 2009; Bartunek, 2009; Dalton, 2010) and supports a combination approach.

Finally, the interactive learning experiences are also evidence of co-dependency (or 'No Management is an Island) in terms of learning and management. The manager learns through interaction with team, colleagues, the organisation, external organisations, and trainers, and as learning is fundamental to management, the whole relationship is symbiotic (a manager does not act alone (Sheldon, 1923; Stewart, 1967; Juch, 1983, Mumford, 1988; Drucker, 1999; Boddy, 2005; Wilton, 2013)). Management and learning are co-dependent with their surroundings.

For What Purpose?
The essence of Management as Learning, and the co-dependency of management and learning with those around the manager in the 'point of combination' is also strengthened by the consideration of responses that have been placed into the sub-category 'For What Purpose?' Here, responses were further sub-categorised into learning for 'Self', 'Team', and to meet 'External Requirements'.

When for 'Self', the sub-category of 'change/need to keep up-to-date' ascertained from the Stage 1 Study is echoed and the cross-referencing between the Stage 1 Study and the Stage 2 Study adds weight to the idea that managers and hospitality management are moving forward all the time (Cole and Kelly, 2011; Certo and Certo, 2013; Management Today, 2016; Flett, 2017). In the Stage 2 Study, managers reported that they are learning, as part of their roles, in order to 'not become stuck' (11 returned codes) (see Table 14). This can also be cross-referenced with learning for 'External

Requirements' (see Table 14) where the motivators were 'to respond to change' and 'for new ideas, new ways of thinking'. Again, this echoes the idea of 'Always Learning' (Stage 1 Study) and management in hospitality as being a constant state of flux, not an absolute, and always reacting and responding in order to improve. One gets the idea of a dynamic, open system, absorbing all stimulants from the working environment, akin to the Systems School as well as Postmodernism, Learning Organisations and Modern Day schools of thought (Cole and Kelly, 2011; Certo and Certo, 2013; Management Today, 2016; Flett, 2017)

Training and development as improving is supported by the reasons for learning for 'Self': 'To be better, more empowered, more educated' (11 returned codes), 'for future opportunities' (9 returned codes) and 'to grow/acquire skills' (7 returned skills). This reflects Dalton's (2010) comment that managers are willing to 'grow' themselves, and that managers seek 'maturity' (Juch, 1983)

Finally, the co-dependency of management as learning is confirmed through observing the need to respond to 'External Requirements' and the need to learn for the 'Team'. Here, managers recognise their need to create 'an environment conducive to learning' (Certo and Certo, 2013, P68) in order to 'encourage development and growth' (18 returned codes) and to create a 'better, more empowered, more educated' (11 returned codes) team. The role of the manager is to 'pass learning on to team' (8 returned codes). Here there is recognition of the manager's role to support the team, supporting the idea of 'No Management is an Island'. The managers impact the 'enterprise' (Drucker, 1954) and as the manager's resource is people (Stewart, 1967; Drucker, 1999; Boddy, 2005), so the manager acts to enhance the value of the resources available through encouraging the learning process. Here the manager is a conduit 'or pivot point' (Witzel, 2009) through which intention and action flow in order to meet business objectives. In fact, one of the Managers' roles is to learn and encourage learning in order to encourage the

take up of future opportunities (9 codes returned). This cross-references the findings of the Stage 1 Study and 'Doing and Thinking' where a key task of effective managers was seen as empowering people, (supported in the literature by Stewart, 1967; Luthans, 1988; Guerrier and Lockwood, 1989; Drucker, 1999; Cole, 2004; Brady, 2011; Bielański et al., 2011; Waller, 2013; Tyler, 2013; Pollitt, 2014). This encouraging staff to be independent seems counter-intuitive to the management of the people resource, but the value of this is demonstrated nicely by the following quote:

> *'…if we don't provide them with enough challenges and we don't, you know we don't show them the career opportunities, and the right path, they may be dropping out very quickly, before we even, you know, manage to benefit from having them in our teams, so retaining those people, creating the right environment, supporting them through, with their development needs. Showing them…the next steps, challenging them , using their talent, I think this is the key.' (M13)*

Conclusion

- Managers are learning constantly and continuously in order to improve their practice. In fact, Management can be confirmed as Learning. Managers draw learning opportunities from real-time, interactive learning experiences, from reading and from training courses. A separation of management practice from learning is potentially a false one and all management activities should be viewed as learning activities (a return to the 'scuole d'abaco'?).   However, managers may only know that they are always learning from management practice when asked and the learning from experience may not be structured (Patel, 2014). Therefore, learning from practice needs to be highlighted and a structure of reflection and feedback (a la Kolb, 1984) imposed as a way to highlight the symbiosis.

- Management cannot be defined, as it is not absolute. As managers constantly and continuously learn, from all of those around them and from different situations, management theory and management practice change.

- Managers take the responsibility for encouraging learning in order to improve not just their own development and growth but that of others, for the business' long-term benefit.

Discussion 2: No Management is an Island

The links between learning and co-dependency (learning from others, the impact of learning for oneself, on others) have already been highlighted so already managers can be seen as co-dependent with others in their sphere, at least for learning purposes. This section continues the discussion and extends the study in line with the themes discussed in the Literature Review regarding the function of management, its interaction with the business, the employee and society, and the co-dependence of management and specific skills in hospitality management.

The mind-map for the Co-dependency theme is at Figure 17 and in this section, the mind-maps for Universality and Specificity will also be considered and are included at Figure 18 and Figure 19 respectively, as they were part of the 'No Management is an Island' discussion in the Literature Review.

Finally, in this section, and as previously mentioned, an additional category of 'Manager Role' was developed from the data analysis, and this mind-map is included at Figure 21.
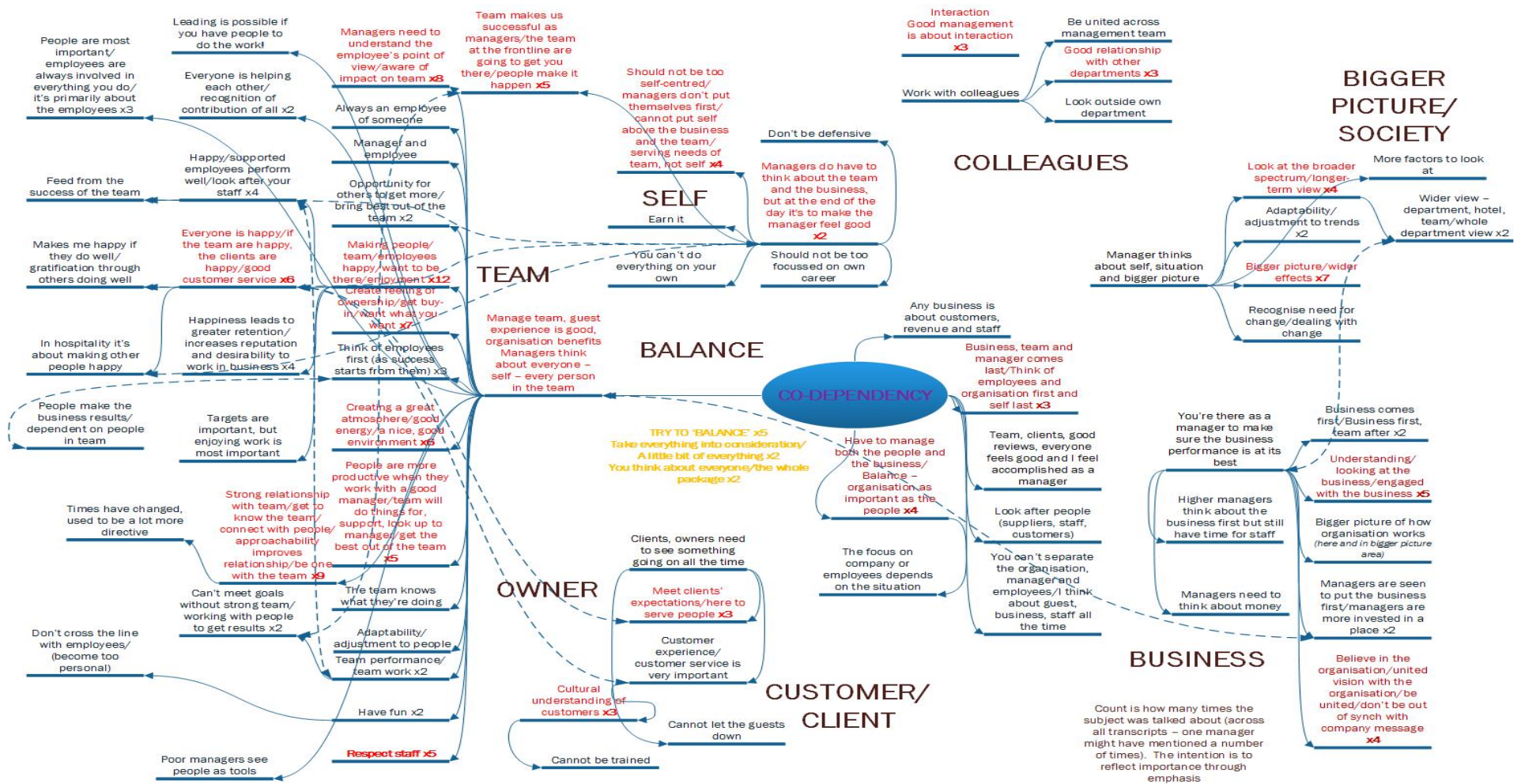
Figure 17: Co-Dependency Mind-Map

Category 1: Co-Dependency

The visualisation of the data in the form of the mind-map at Figure 17 allows the grouping together of codes to form sub-categories or concepts (Bryman and Bell, 2015). The codes are used to evidence the emphasis on certain areas in the discussion below.

However, rather than quantifying these emphases, the intention of the Co-dependency mind-map was rather to show <u>all</u> of the returned codes referring to what a manager needed to consider, not necessarily the <u>degree</u> to which different factors needed to be considered. This intention was certainly realised, with the mind-map showing the richness of feedback from the participants. However, despite this overall intention, the responses did emphasise certain factors as particularly important in the co-dependent relationship, and these are brought out visually in the mind-map, in the density of codes in certain areas, and in the discussion below.

The 'Co-dependency' mind-map shows that, when the participants were asked various questions about their roles and what an effective manager should concentrate on, codes were returned that could be grouped into the sub-categories of:

- Business
- Owner
- Colleagues
- Customer/Client
- Self
- Bigger Picture/Society
- Team

However, the emphasis was not on any one of these areas to the exclusion of another (although there was an emphasis on the role of the <u>team</u> to be discussed later). There is an interdependence of these factors that the

manager must 'try to balance'. This 'balance' was referred to explicitly in the return of codes such as 'try to balance' (5 returned codes) and 'a little bit of everything' (2 returned codes) and 'you think about everyone/the whole package' (2 returned codes). Implicit reference was made in references to the number of aspects that the manager had to balance, such as 'the people and the business (4 returned codes), 'business, team and manager comes last, think of employees and organisations first and self last' (3 returned codes).

The following quote sums up the balance:

> ' you're there as a manager to make sure that the business performance is at its best. That would include managing your team effectively so that obviously the guest experience is good. To ensure that you're then bringing in the money, to make sure that the organisation are happy with what you're doing as a manager, so it definitely covers all aspects. So you have to think about all of it, because all of them relate together to be able to have a successful operation, otherwise you're not going to make money if your team aren't happy and then the guests aren't happy and then the outcomes, you don't get return clients, especially in the spa industry, that's so true for it, because if your team have no passion for what they're doing, then the guests won't return to them, and then obviously your figures, and what comes out of it, and your feedback scores and all of that are going to be poor.' (M10)

The idea of 'balancing' was not discussed in quite this way as part of the discussion on 'Doing and Thinking'. Indeed 'Monitoring and Managing the local, national and international environment (PEST/LE)' was part of Table 5, supported by Woodward (1958), Burns and Stalker (1961), Lawrence and Lorsch (1967), Hersey and Blanchard (1976), Macfarlane and Ottewill (2001), Cole (2004), Naylor (2004), Witzel (2009), Laesser, Beritelli and Heer (2014), Giorgi, Lockwood and Glynn (2015) and Nazarian, Atkinson and Foroudi

(2017) but did not find its way into the top ten effective management skills listed in the Stage 1 Study. This could be seen as the balancing of various layers of responsibility. Similarly, 'Balancing efficiency, effectiveness and equity'

(Naylor, 2004; T + D, 2008) was listed in Table 5 but was not identified as a key activity in the Stage 1 Study. However, surely this is a matter of perspective. If we take a step back from the 'Doing and Thinking' actions, managers are, by being expected to carry out a multiplicity of tasks to do with doing, thinking, process and people, balancing their activities at both operational and strategic level.

To elaborate on the constituent parts of the balancing act, on the <u>business</u>, codes were returned such as 'Understanding/looking at the business/engaged with the business' (5 returned codes), 'Believe in the organisation/united vision with the organisation/be united/don't be out of synch with company message' (4 returned codes). These codes reflect the importance of the business in the equation and the latter point explicitly emphasises the synchronicity of manager and business (supporting Drucker, 1954, 1999), evidenced by the following quote:

> *'as a Manager, you're representing the company, so obviously a lot of decisions might be in line with your beliefs, or not, but you're representing the company, so, I need to be united in front of my team if I'm the manager, united, this is the company whatever is presented, and I believe in it, this is what I require. As a manager, and this is what I'd like my manager, as an example, to do, as well, because then it's one belief, the same direction, the same goal, and you cascade it down, when it becomes a little bit disjointed it's very difficult …if that makes any sense..' (M20)*

The <u>owner</u> is less visible to most because of the nature of how modern hotels are run and the fact that the participants consulted were mainly working for

large brands, and the person they would see as representing the 'owner' might be a manager themselves. However, it seems appropriate to mention the owner's interest in some cases, especially in smaller hotels, as another factor in the balance, and reflecting Witzel's (2009) point about the manager being the pivot point between the owner and the business. The relationship is emphasised in the following quotes:

> *'I came up to set this up with the owner, from scratch… I'm obviously talking to the owner quite a lot' (M22)*

> *'be able to show our owners, to be able to make a profit'(M14)*

On <u>colleagues</u>, there were a number of responses that allowed a grouping around the ideas of 'interaction' being important: 'Good management is about interaction' (3 returned codes) and 'Good relationship with other departments' is important (3 returned codes). This is also represented in the following quote:

> *'A balance, yes, and maintaining a good, err, relationship with the other teams and departments because, you know, at the end of the day, they're also just as challenging as us, because they are doing face to face with the guest ...' (M14)*

This supports the view of good management being dependent on other people (Sheldon, 1923; Stewart, 1967; Juch, 1983, Mumford, 1988; Drucker, 1999; Boddy, 2005; Wilton, 2013).

The <u>Customer/Client</u> is another factor in the balance. The relationship was recognised as important because there is a need to 'Meet clients' expectations/here to serve people' (3 returned codes) and also a 'Cultural Understanding of customers' was felt to be important (3 returned codes). This supports the point presented in the Literature Review about a customer-

focussed business, however, the emphasis on customers was arguably through the attention to the team (discussed later) as there was an understanding that if you manage the team appropriately, then the guest experience is good and the business benefits.

When asked how much the manager, or the Self, should be considered as a part of the balancing act, there were some interesting responses. On one side, there was a belief that managers should not be self-centred and not put themselves first (4 returned codes) but 2 returned codes suggested that the consideration of others in the balancing act was all in order to make the manager feel good, summed up in the following:

> *'It's not direct because I don't clean rooms, let's say. I only help them, correct them, guide them, so if they have a guest comment that the room is beautiful, then they get praise, but I feel good, that we are getting all these lovely comments, because I know that there is somewhere that they learn from me… If I was, I would say that I want to give back, because I was given the opportunity to grow and to develop myself, so I want to give back by now coaching and helping my team develop. So then we can give back to the organisation. It's like kind of a bigger picture. It makes me feel happy. If they do well, then it makes me feel like I've done a good job.' (M19)*

This approach supports Drucker's (1999) claim that managers do their own job, but also suggests the symbiosis or synchronicity between manager, business and employee, as reflected in the aspect of learning for self to train others to seek opportunities discussed in 'Discussion 1: Management as Learning'. It emphasises well the co-dependency of the manager role on those around her to achieve her own business and self-actualisation objectives (Sheldon, 1923; Stewart, 1967; Juch, 1983, Mumford, 1988; Drucker, 1999; Boddy, 2005; Wilton, 2013 discuss the dependence on others).

In 'Discussion 1: Management as Learning' the aspect of a manager <u>learning</u> from society was discussed. This was, in turn, a reinforcement of what had been discovered in the Stage 1 Study, learning in order to deal with 'change/need to keep up to date' (sub-category obtained from the Stage 1 Study) and in the Stage 2 Study as a motivation to learn (from 'External Requirements'), also to respond to change and for 'new ideas, new ways of thinking'.

This Learning from Society is reinforced further in this discussion on Co-dependency or No Management is an Island and contributes to the discussion begun in the Literature Review (No Management is an Island: Society) on the interdependence of management theory and thought with society (see Table 4). In this Stage 2 Study and as can be seen from the Co-dependency Mind-Map, '<u>Bigger Picture/Society</u>' was discussed as a factor to balance. In fact 'bigger picture/wider effects' had 7 returned codes, and the need to 'look at the broader spectrum/longer-term view', 4 returned codes. The need to consider the 'bigger picture' is summed up in the quote below, supporting Drucker's (1999) claim that management is a social function. It also highlights the difference between the employee and the manager, discussed later in the formation of the category 'Manager Role':

> *'I think sometimes employees don't think of the bigger picture, and as a manager you know the effects of, you know, how you've got to think of it I'd say.' (M10)*

In the balance struck between the Business, Owner, Colleagues, Customer/Client, Self, Bigger Picture/Society and the Team, the majority of emphasis was on the <u>team's</u> importance in that balance. This can be seen visually by the density of codes grouped around the 'TEAM' area of the Co-dependency Mind-Map, and can be broken down into the number of codes

returned, as follows, that all relate to the manager's role in encouraging the team, and the consequent impact on the business.

Table 15: Returned codes for Team-related Co-dependency

Making people/team/employees happy/want to be there/enjoyment **x12**
Strong relationship with team/get to know the team/connect with people/approachability improves relationship/be one with the team **x9**
Managers need to understand the employee's point of view/aware of impact on team **x8**
Create feeling of ownership/get buy-in/want what you want **x7**
Everyone is happy/if the team are happy, the clients are happy/good customer service **x6**
Creating a great atmosphere/good energy/a nice, good environment **x6**
People are more productive when they work with a good manager/team will do things for, support, look up to manager/get the best out of the team **x5**
Team makes us successful as managers/the team at the frontline are going to get you there/people make it happen **x5**
Respect staff **x5**

Here the team, and the manager's role in supporting the team, is seen as intrinsic to the greater effects of client and business success. This is summed up in the following:

> *'I do think, I do tend to think of employees first, because I honestly think our success starts from them. If we are managing a successful team, if we are lucky to have team that is engaged, that is ermm, that is participating, that is contributing with new ideas, and really wanting to be here, that makes us really successful as a manager and that makes everything to somehow work. I'm a true believer, I start with making my team happy, and that's how our guests will be happy and that's when everything falls in place, it's having returning customers, our*

guests coming back happy, they are happy to be paying slightly higher rates, and so on and so forth, but it all starts from the service they receive and the service comes from our team, our people, so I do always start from there (laughs).' (M13)

This supports the Human Relations and Psychology Management school approach, with the emphasis on people and their motivation (Mayo, 1933; Maslow, 1954; Herzberg, Mausner and Snyderman, 1957; McGregor, 1960; Argyris, 1960; Likert, 1961; McClelland, 1961; Vroom, 1964; Adams, 1965; Locke, 1967) for success.

The evidence from the research asks us to depart from the idea of the management role as separate and supports Fayol's (1949) view that 'Management… is neither an exclusive privilege nor a particular responsibility of the head or senior members of a business; it is an activity spread, like all other activities, between head and members of the body corporate.' (Fayol, 1949, P6, cited in Boddy, 2005, P11) where management is a constant and continuous process of learning and balance between the needs and resources of a number of different players (in hospitality management this is the Business, Owner, Colleagues, Customer/Client, Self, Bigger Picture/Society and the Team) with business performance in mind.

This need to achieve a balance supports the work of the contingency theorists who recognised 'the tension between the universal and the particular' (Naylor, 2004, P37) and saw the need to consider the environment, and the competing demands of stakeholders (Cole, 2004, P3). This is also supported by Kull, Mena and Korschun (2016), where in fact effective stakeholder management is seen as a differentiator in terms of sustaining competitive advantage.

This data supports that there is a symbiosis between manager, management situation, person to be managed and the organization, that 'Management' cannot take place without the situation in which something or someone needs

to be managed (Drucker, 1999). There are also tones of the Learning Organisations theory of management and the need to 'respond more adequately to the demands of today's environment.' (Cole and Kelly, 2011, P119) in terms of understanding trends relayed by the environment.

The Literature Review largely considered the role of the manager from outside-in (the objective or etic viewpoint of the manager's role for business and organisation success), and this research takes an interestingly different viewpoint of the inside-out (subjective or emic). Rather than having a vision of a manager's success as judged as achieving the organisation's aims, we get an interesting viewpoint of the everyday lived experiences of management at the point of combination (see Figure 6), and of managers as 'pivot points' between many aspects (not just the people and the owners as discussed by Witzel, 2009).

What is indisputable from the research is that the manager is reliant on people, not only as a learning resource (Juch, 1983; Mumford, 1988 and as seen in the previous section), but also as a resource to get things done (Sheldon, 1923; Stewart, 1967; Drucker, 1999; Boddy, 2005). Whereas this has previously been recognised for various reasons (productivity as per the theorists above, employee engagement by Wilton (2013)), here we have confirmation of this fact for hospitality management, and more information about the manager's role in extracting the performance out of that resource, and their dependence on doing that well in order to be effective. In fact, using Fayol's (1949) inclusive definition, the employee could be viewed here as a manager of the business's success as much as the manager themselves.

From this research, we understand that the manager should be doing the following in order to get the job done in hospitality management:

- Making the team happy and want to be at work
- Building a strong relationship with the team

- Understanding the employee's point of view
- Creating a feeling of ownership
- Creating a great atmosphere
- Respecting staff

This is developed to a certain extent in the 'Doing and Thinking' sections but the importance of Co-Dependency, balance and the team, deserves its own entry in the all-round view of a hospitality manager (Figure 27) such is its importance, and this is reflected by showing co-dependency as an all-encompassing factor for the hospitality manager.

Interestingly, despite the connection of management thought and learning to external societal influences, leading to a discussion in the Literature Review about management's co-dependency with society, the main emphasis in this theme of the research is an understanding of the 'bigger picture' in order to understand the impact of trends on the business. Therefore, there is some relationship, but the main emphasis is on employee relationships with representatives of society (i.e. the customer) and there is little to comment on concerning society's view of the management role or vice versa.

The Stage 2 Study has therefore ably extended the study to examine the co-dependent relationships investigated in the Literature Review: Society, Employee, and Business from an emic point of view. The conclusions that can be drawn are as follows:

Conclusion
- Hospitality Managers balance Business, Owner, Colleagues, Customer/Client, Self, Bigger Picture/Society and the Team in the pursuit of their objectives.

- Managers are co-dependent on their surroundings for success, with the team being the most essential factor in success in the hospitality

management sector. Recognition of co-dependency will result in a concentration of effort on building the essential relationships with the team and hence the customer/client and therefore will mean success for the business.

Category 2 and Category 3: Universality and Specificity

The discussion in this section refers to data collected, analysed and visualised in the mind-maps in Figure 18 and Figure 19.
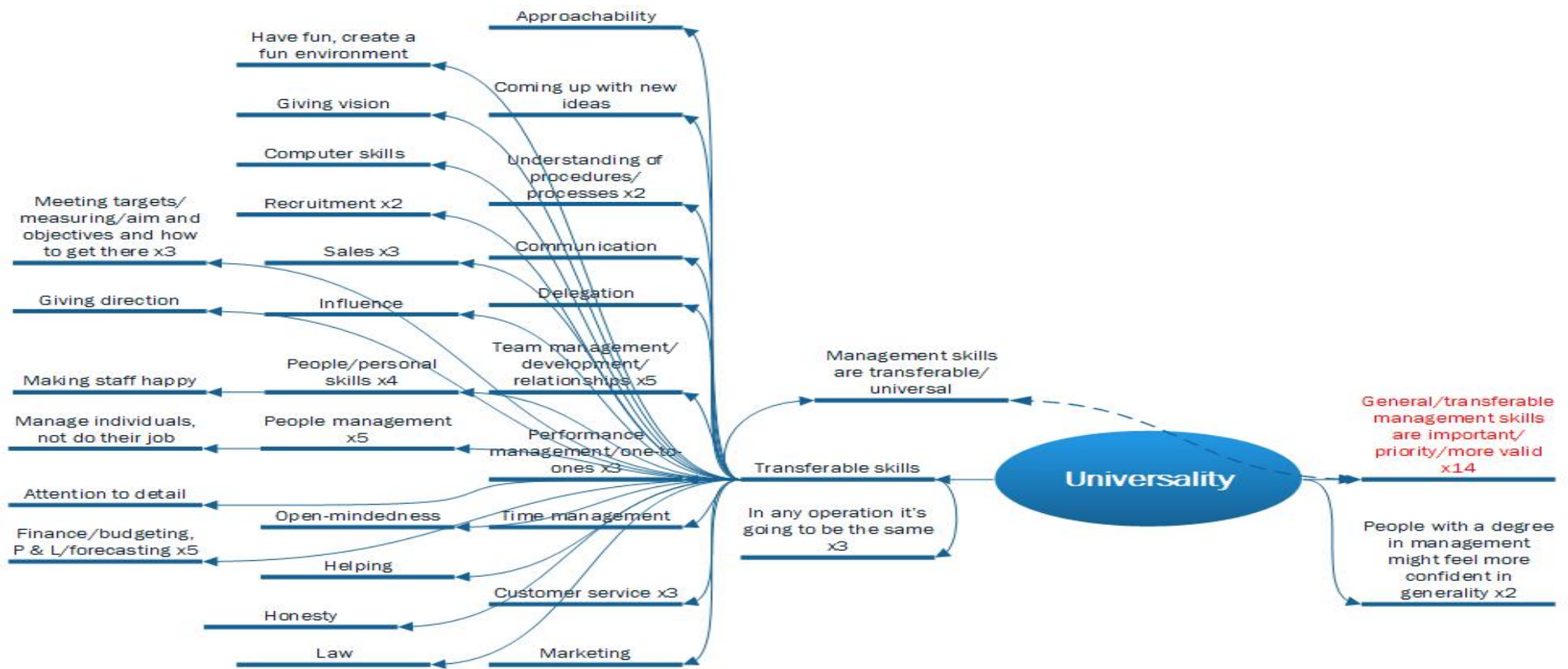
Figure 18: Universality Mind-Map
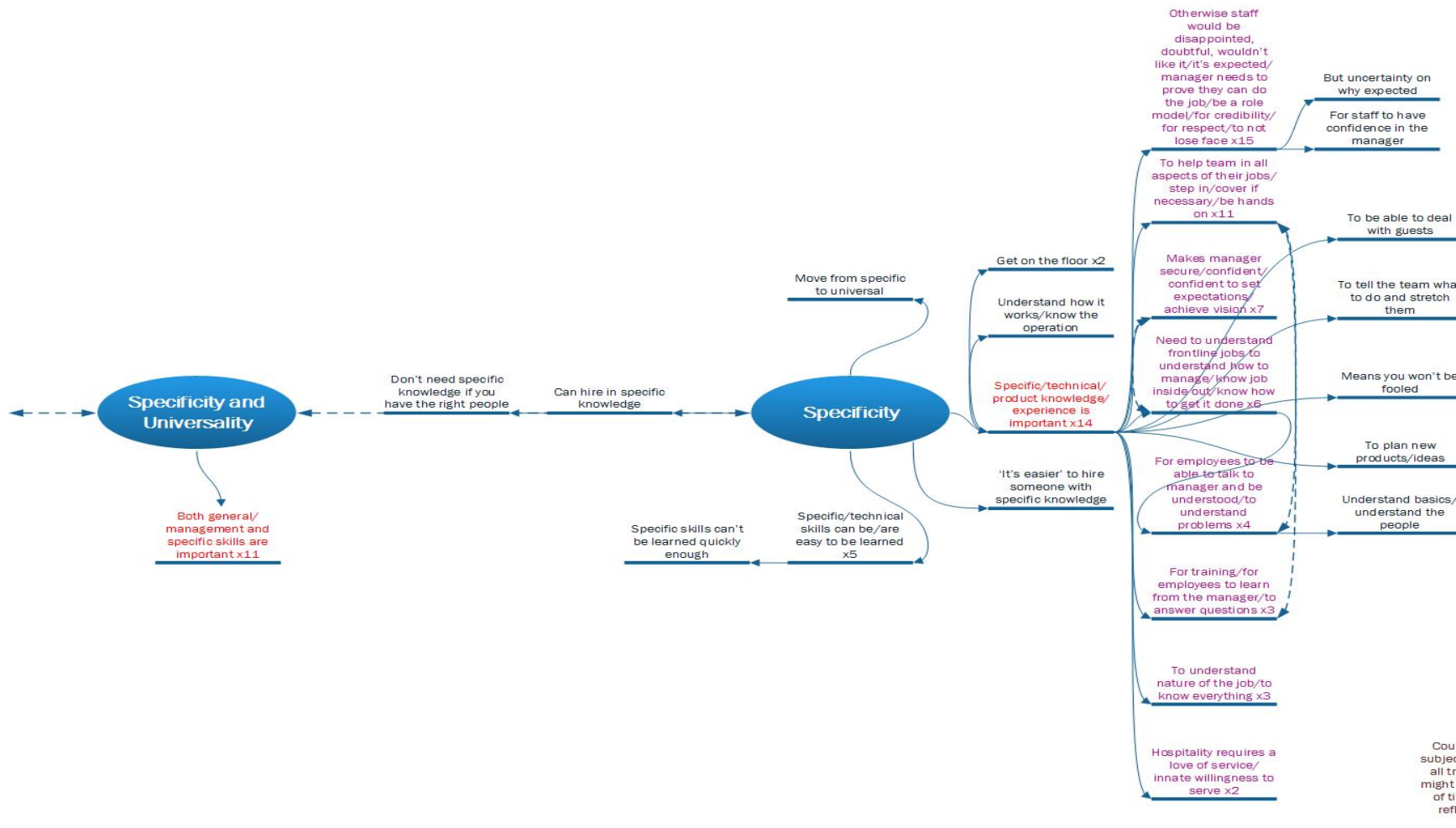
Figure 19: Specificity Mind-Map

The intention of this part of the Stage 2 Study was to delve further into the question of universality versus specificity, having established in the Stage 1 Study that specific skills were important. In fact, in the Stage 1 Study 15 out of 17 responses felt that specific skills were important to be a manager in hospitality and a detailed list of why that was the case was established (see 'Data Analysis: Stage 1 Study: No Management is an Island'). However, there were two disconfirmations claiming that this was not the case, and that specific skills could be learned as long as the manager had good management skills. Those disconfirmations made the question worthy of further discussion.

The Stage 2 Study therefore extended the study to question respondents particularly on the specificity required in management, in contrast to universal management skills. Respondents were also asked to comment on what the universal skills required were and why specific skills were required.

The evidence from the data collection showed the following (see the mind-maps at Figure 18 and Figure 19 for the noted codes in red).
- There were 14 returned codes that considered universal skills to be <u>most</u> important
- 14 returned codes considered that specific skills and experience are important.
- 11 returned codes reflected the participants' views that both specific and universal skills were important to have as a manager.

This data reflects, once again, a balance. An effective manager will need both specific and universal skills (agreeing with Puckey, 1945; Schon, 1987; Witzel, 2009). This supports Figure 3, first included in the discussion in the Literature Review, supporting a co-dependency of skills within the manager role. Here, the general management literature is updated for the modern day hospitality manager and does indeed reflect the need for specificity in hospitality management.
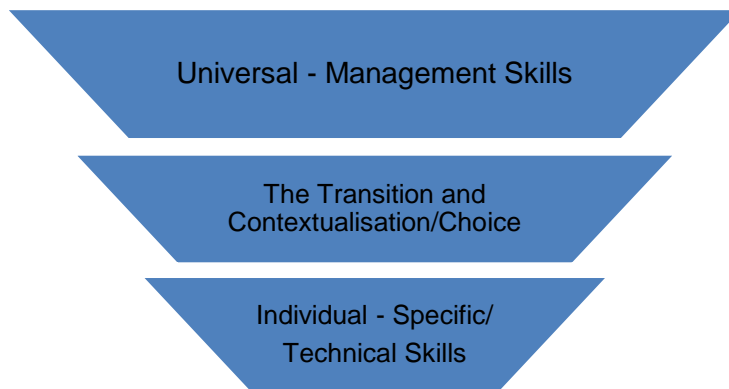
Figure 20: The Inter-Dependency of Skills for Managers: Universal and Specific (Source: Author's Own)

This combination or balance is reflected in the following quotes:

'I think it's a combination. So you definitely need to have the skills.' M14)

'Without both, you can't really be on the right level.'(M17/E10)

'Both are, but if I had a choice, if I had two CVs, and I had a person who had a lot of on-job experience and I had a person who had two weeks' work experience from college, I would be more inclined and thinking about my success rate with supervisors and senior levels that I've grown, I would go with the experienced person more.' (M18)

Yet this research adds even <u>more</u> to the understanding of modern hospitality management and to the literature. In this research, universal or transferable skills were acknowledged as <u>different</u> from specific skills, not simply an increase in amount or depth of specific skills, supporting the need for a transition from technical competence to management maturity, and supporting Juch (1983); Slover (2008); Thacker and Holl (2008); Ice (2009); GWS (2012) Pollitt (2014); Patel (2014). In the Universality mind-map, the transferable skills were given as follows (simply listed here, not in any particular order):

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- Approachability

- Coming up with new ideas

- Understanding of procedures/processes

- Communication

- Delegation

- Team Management, development, relationships

- Performance Management

- Time Management

- Customer Service

- Marketing

- Create a fun environment

- Give vision

- Computer skills

- Recruitment

- Sales

- Influencing

- People/Personal skills and Management

- Open-mindedness

- Helping

- Honesty

- Legal

- Meeting targets, measuring, aims and objectives

- Giving direction

- Making staff happy

- Managing individuals, not doing their job

- Attention to detail

- Finance, budgeting, P & L and forecasting

The general role of the manager is therefore widespread and also shows an overlap the skills in the Doing and Thinking mind-maps (to be discussed later) and the Co-dependency mind-map previously seen (the skills to do with

getting the most out of the team, in red in the list above). This crossover shows a saturation of data with nothing significantly different arising in definitions of what management is, despite the different perspectives taken (so this is an example of data triangulation for validity).

Whilst there were 5 returned codes in the Stage 2 Study supporting the two disconfirmations from the Stage 1 Study that specific skills could be learned, the weight of evidence is of an equal balance between the need for universal and specific skills (14 in favour of each side, 11 supporting that both are important). This supports Waller (2013), quoting Birkinshaw who saw expertise as important and argues against the view, discussed in the Literature Review, that a manager can employ those with technical skills without having them herself (getting things done through other people (Stewart, 1967)).

This latter point is reflected in the detailed feedback on the specific skills required (and why) in the Specificity mind-map. Boddy (2005) defined management as 'a role being the sum of the expectations that the others have of a person occupying a position' (Boddy, 2005, P10) and this is particularly pertinent in the discussion of specific skills. This is because specific skills seem to be needed, not for the role of manager, but are often required because of the expectations or needs of others.

The list of reasons for a manager to have specific skills will be remembered from the Stage 1 Study. Knowledge was required on:

- **competitors**
- **rates and revenue**
- **reservations**
- **marketing**
- **how things work in the hotel**
- **people (in a hospitality situation)**

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- **property management systems**
- **local knowledge**
- **the global industry**
- **rapid change affecting industry**
- **Food and Beverage**

And the reasons for this were for

- **control**
- **answering staff questions**
- **earning trust**
- **earning respect**
- **independence (not depending on staff)**
- **training staff**
- **proving you've paid your dues**
- **credibility**
- **management of different cultures**
- **impressing staff**

Whilst the specifics of <u>what</u> knowledge was required were not drawn out in the Stage 2 Study, the <u>reasons</u> for specific knowledge were. The above points from the Stage 1 Study were largely supported in the Stage 2 Study, and together it can be summed up that specific knowledge is required for reasons as follows. Where codes are referred to, these can be seen in the Specificity Mind-Map at Figure 19, in purple.

- For **credibility**: There were 15 returned codes in the Stage 2 Study reflecting ideas around the need for credibility such as staff being 'disappointed, doubtful, wouldn't like it, it's expected' and 'manager needs to prove they can do the job, be a role model' and specific skills needed 'for credibility, for respect, to not lose face'. This corresponds with 'earning trust',' respect', 'credibility', 'proving you've paid your

dues' and impressing staff from the Stage 1 Study, as indicated in **red** above). The following quotes demonstrate this point from the 'texts of life' (Aagaard, 2017):

> *'Yes, so yes …it's the same with the Head Chef. He doesn't cook, but you present him a dish, it looks awful, taste it, and he'll tell you how to do it, what to do. So it's a similar thing.' (M20)*

> *'No. No, because I am, as a Manager I am the role model, so everyone who is reporting to me and learning from me, they expect me to know everything and to know the things, so if I go to a room and I don't know how to check it but I am the manager, they'll say well…'(M19)*

- For **cover**: 11 returned codes in the Stage 2 Study reflected points such as 'To help team in all aspects of their jobs, step in, cover if necessary, be hands on'(and these correspond with 'answering staff questions' and 'training', as results from the Stage 1 Study, as indicated above in **blue**). The need to be able to cover is demonstrated in the following quote:

> *'Today I'm Food and Beverage Director, a manager, so I have my number two, she's on holiday, room service absolutely busy… I went downstairs and helped, I pick up the phone, took the order, I closed the checks on the system, so I was able to help at that moment and to support my team because I was needed at that time for ten minutes, for example. I would not be able to do that if I wouldn't know how the system kind of works.' (M20)*

- For **security**: 7 returned codes in the Stage 2 Study referred to ideas that specific skills 'Make manager secure, confident, confident to set

expectations, achieve vision', and these correspond with 'independence' from the Stage 1 Study, as indicated above in **green**). A quote to demonstrate this feeling of security from knowing how to do the staff's job is as follows:

> *'…specific knowledge does help a lot, to understand the business from A to Z, and no one can fool you around, can tell you 'it's because of whatever' it is, because you know exactly, you know, you've come from that background, you've done that job, you know exactly how it works, this is very important,…I would probably feel, maybe slightly insecure that I don't know those things myself' (M11)*

- For **understanding**: 6 returned codes in the Stage 2 Study referred to understanding: 'Need to understand frontline jobs to understand how to manage, know job inside out… '. These correspond to the idea of **control** in the Stage 1 Study, as well as perhaps answering staff questions and training. In fact, there is some overlap with understanding and other aspects of why a manager needs specific skills as discussed above, but the emphasis here is on being able to respond to staff's request for help, and understanding the impact of what they are required to do, as demonstrated in the following quote:

> *'Certain treatments, they can rearrange in a way so it's not just so physically...like in one of my workplace, they have these limits for the massage. You doing massage…you must not work all day, for example if you're doing eight hour shifts, that means 7 and a half hours because of 30 minute break, and if in that 7 and a half, all you have is massage, it's really killing the staff. At least, my previous boss in another hotel, what she does, she has a limit…' (E9)*

Whilst an understanding of the management of different cultures was not an explicit code drawn from the Stage 2 Study, it could be grouped in 'understanding'.

Consequently, the co-dependency of specific and management skills in the role of the manager seen in the Stage 1 Study is echoed here, and the prospects for movement of managers from one industry area to another could be seen as very limited, contrary to Fayol's (1949), von Bertalanffy's (1950) and Kinsella's (2012) universal view. Whereas management skills may be universal, there is still a requirement for an underlying layer of specific skills, without which a manager will lack credibility, the ability to cover, security and understanding, agreeing with Boddy (2005) and Mumford (1988). However, whether this is true only of hospitality or can be broadened to other industries can only be tested with further research (as recommended in 'Limitations and Recommendations for Future Research').

Also, what cannot be answered here is whether the universal or transferable skills confirmed in this research as valid in the hospitality industry are valid in other industries (therefore are truly transferable). The practitioners at the heart of this research think they are, and that is worth noting, but to test the applicability of universality of management according to Naylor (2004), Fayol (1949) and Kinsella (2012), this needs to be tested elsewhere, and could be the intention of a complementary piece of research, as recommended in the 'Limitations and Recommendations… section. Saying that, the cross-referencing of these skills with those in the 'Doing' mind-map, with the 'Co-Dependency' mind-map and with the general management literature as part of the overall discussion of management suggests that there is similarity between hospitality and general management when it comes to management skills.

What can be confirmed is that Universality and Specificity again must work together, are co-dependent, within a hospitality manager's role. This is in

agreement with Patel (2014), Pollitt (2014), Kingston (2009) and Juch (1983) who recognised the transition of specialist to manager. This acknowledgement of the transition recognises the difference between the skills of specificity and universality but the existence of both skills in one role. The research carried out here also moves the argument along however, as it can help us to understand that transition, from competence to maturity (Juch, 1983) and what the requirements are of the manager who has moved from specialist to manager. This might help to answer the concerns and issues reflected by Thacker and Holl (2008), Slover (2008) Kingston (2009) and Ice (2009) and GWS (2012) that not enough attention is given to what makes management different. Some (Juch, 1983; Mumford, 1988; People1st, 2013) favour the power of learning and experience which is supported by 'Discussion 1: Management as Learning' and here, with an understanding that managers will have experience of the specific skills required to do their employees' jobs. This research does ask for a distinct set of 'Doing' and 'Thinking' skills however, which are referred to in the next two sections, and again creates the depth of detail in order to understand what makes up the 'all-round' effective hospitality manager in the 21st century. The 'transition' is the acquisition of the general doing and thinking skills required for the management role, over and above any specific technical skills.

Conclusion

- Hospitality Managers require specific skills in the industry in which they operate for credibility, to offer cover, for security and understanding.

- Hospitality Managers require universal skills, in equal measure. These skills are many and varied, and correspond with the 'Doing', 'Thinking', and 'Manager Role' sub-categories and are therefore elaborated on elsewhere.

Category 4: Manager Role

As was previously discussed, when allowing the data to form the categories in the Stage 2 Study analysis, an additional category of *The Manager Role*

emerged. This was a continuation of the discussion regarding universal and specific skills and intended to help to understand the transition of specialist to manager: what is the difference between the role of the person with specific skills and a manager? We see that they have certain tasks to do as demonstrated by the Universal, transferable skills and the Doing and Thinking skills (to be discussed later), but what sets them apart in terms of approach or expectation? The Manager Role mind-map at Figure 21 includes all of the details of the participants' feedback, showing how codes returned were grouped into sub-categories.   Table 16 summarises the sub-categories (reflecting the items in bold red from the mind-map) and shows the emphasis in terms of number of codes returned in each sub-category.
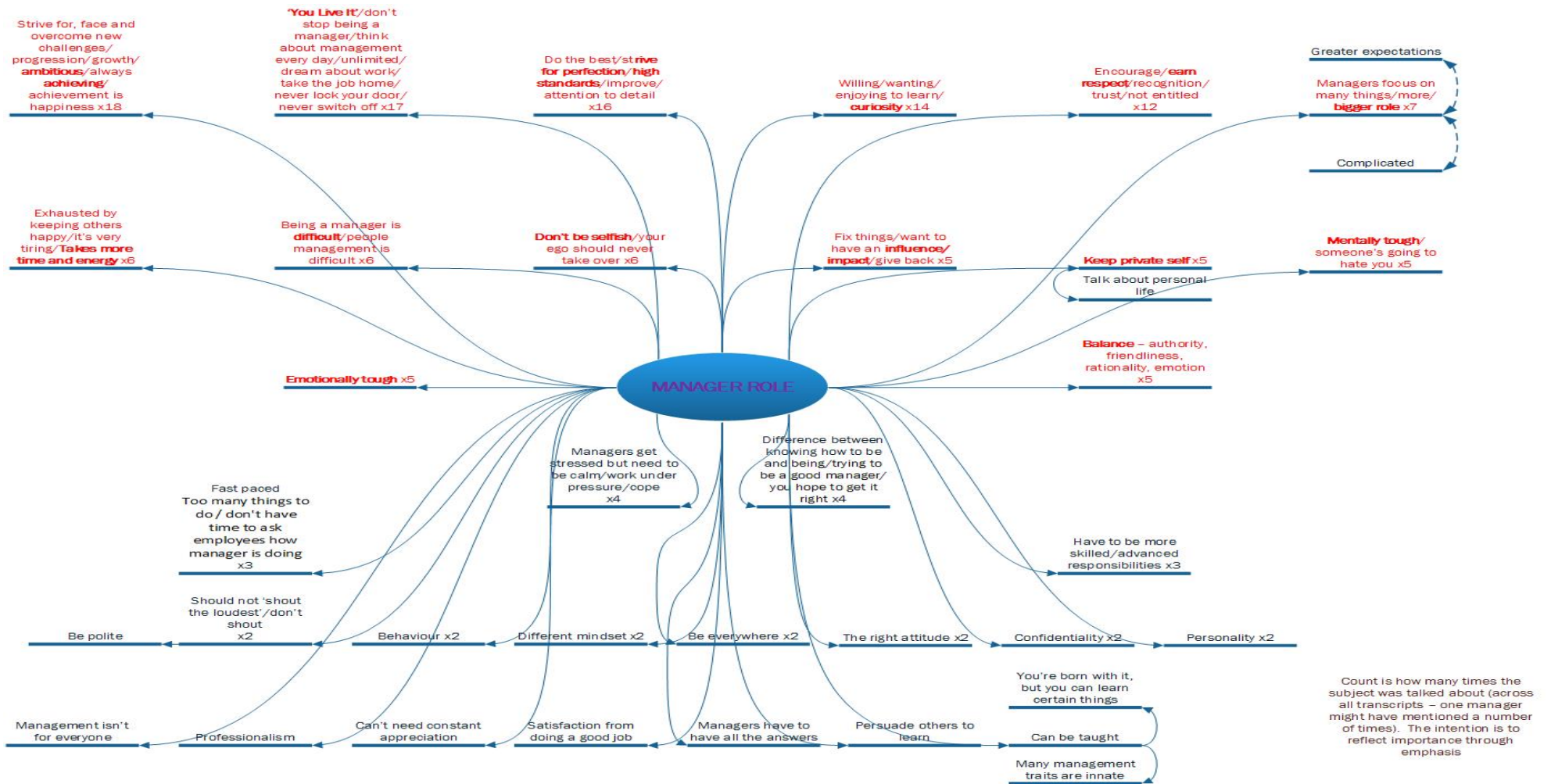
Figure 21: Manager Role Mind-Map

Table 16: Manager Role Category - Emphasis in terms of number of similar codes returned

Ambitious / Achieving	18
You live it	17
You strive for perfection	16
Curiosity	14
Earn respect	12
Bigger role	7
Takes more time and energy	6
A difficult job	6
Don't be selfish	6
Want to have influence/impact	5
Keep private self	5
Mentally tough	5
Emotionally tough	5
Balance emotions	5

This is a fascinating addition to the 'No Management is an Island' debate in terms of Universality and Specificity. Fascinating, as well as contributing to the literature and the model of the hospitality manager in a way that has not yet been articulated.

Here we see what the requirements are for the transition from an employee to a manager in hospitality management, what a hospitality manager needs to be prepared for and to deal with.

In the Literature Review, there were some notions of what was required at a higher level. Kingston (2009) referred to the skills to take strategic business

decisions. Pollitt (2014), Ratanjee (2014), Galanaki, Bourantas, and Papalexandris (2008), Iguchi (2012) referred to generic universal skills training. Thacker and Holl (2008) referred to 'different competencies and skills'.

From this research, the needs and 'changed requirements' (Mumford, 1988, P26) of the hospitality manager in the 'dramatic role transition from being an individual contributor to entering the management pipeline' (Patel, 2014, P20) are supplied.

These, in conjunction with the knowledge from the other discussions in this research, create the all-round model of the Manager Role.

Unfortunately, whether these can be taught (Taylor, 1911; Casson, 1931; Juch, 1983; Kolb, 1984; Drucker, 1999; Certo and Cole, 2013 when talking about Learning Organisations), or are innate (Postmodernism as discussed by Cole and Kelly, 2011) and the 'born not made' argument reflected by Witzel's commentary (2009) and Mumford's (1988) top managers who did not see learning as particularly important to their success, is still a valid question, considering the aim of this research to provide guidance on the training and development of managers.

We can return to the Stage 1 Study where points such as *'it's a mindset.' (M1)*, '*it comes naturally' (M4)* and *'I think it's about charisma.' (E2) were raised.* But there were objections to this. *'I think being a people person is key … everything else can always be learned.' (M2)* and *'Some people are naturally confident, they're naturally patient, and sometimes they just know how to deal with people and difficult situations. Those who don't, it's like training, you can tell them the best practice, you let them go through it, and analyse it afterwards.' (M6).*

Whilst the characteristics of the manager as depicted in this mind-map and analysis may not be the subject of a training course, the interactive, real-time experiential learning opportunities as recommended by the 'Management as Learning' discussion would provide the motivations for these characteristics would they not? The experience of dealing with situations, with 'living the job' in terms of application of time and energy would teach the manager about the role, its requirements, and presumably, by trial and error, a manager would show themselves prepared? Here we may have to trust that providing the opportunities will be the best training and development for a manager, but allow specialists to try the role.

Conclusion

- A manager's role is different from the employee's role. They require a set of characteristics that combine mental and emotional toughness with ambition, commitment, an urge for perfection and the willingness to keep learning, and apply time and energy to a difficult job.

- In the absence of training for these characteristics, the interactive learning experiences discussed in 'Management as Learning' should be seen as a natural way to allow progression, although the manager and mentor would need to have the capacity to know when a manager was unsuccessful.

Discussion 3: Doing and Thinking

Category 1: Doing

The discussion in this section refers to data collected, analysed and visualised in the mind-map in Figure 22.

Communication
Communication on all levels/through all channels/allow for bottom-up
Communication can be difficult – different interpretations
Team communication
Give clear messages/instructions
Share information
Tell people/make people aware of what's going on
Explain why people are doing things
Talk to employees
Managing younger people is difficult because of different forms of communication
x32

Approachable
Listen (to ideas)
Hearing
Take suggestions and feedback from staff/employees need opportunity to feedback
Staff can talk to you
Always find the time
Confide in
It's harder to listen for action-oriented people
x27

People Skills
Understanding People
People Management
Handling People
Doing the right things with people
A people person
Manage well to reduce turnover
Investing time in people
Be interested
x24

Give/drive/guide **direction**
Set/reach/meet/exceed/translate **goals**, standards, deadlines, targets, requirements, expectations
Promote the vision
Deliver
x23

Appreciating
Encouraging
Setting expectations
Feedback
Recognition
Spot potential in others
Give confidence
Performance
Reviews
x21

Supportive
Help
Comforting/Reassuring
x19

Monitoring
People, processes, procedures, systems, routine
Overseeing
Checks and balances
Awareness
Understanding what's happening
Stability
Consistency
x16

Flexibility
Flexible with hours
Work hard
Never go home unless work's finished
x14

Dealing with complaints/difficult situations
x3

Employees not always aware of process

Time Management
Organised/Organisational skill
Prioritising
Timely
Too many things to do
Sometimes don't have time
Time is tight
X13

Be **visible** (not behind a desk)
Don't sit in office
Get involved
Be with/be close to your team
Making self available
Regular staff meetings
x11

Understand the **team**
Teamwork
Recognise strengths in team
Team communication
Team leadership
Know your team
Playing with the team
X10

Budget
Forecast
P & L
Capex
Making profits
Excel
First steps of a manager – the business, the figures, the finances
Business management
X10
(**Finance**)

Delegating
Assigning tasks
Being fair in assigning tasks
X10

Make decisions (even when unpopular)
Take action
Find solutions
Solve **problems**
x10

Don't take too long planning

Planning
Be prepared
x4

Controlling
If I don't control, people won't perform
Not afraid to take control
Step in and take control
Correcting
x9

Role Model
Practise what you preach
Lead by example
Act in such a way as to believe you've earned the title manager
x9

Manage **individuals**
How people like to be managed is individual
Understand team as individuals
See how employees feel
Be interested in individuals' personal lives
Understand people's strengths and weaknesses
x9

Providing **Resources**
Make sure employees have the right tools/provide tools
Try to meet employees' needs
x6

Training
Coaching
x5

Advising
Represent the company believably
Accept differences in approach
Don't say no, too negative
Marketing
Have policies
Dealing with welfare issues
OTHER!!!

Count is how many times the subject was talked about (across all transcripts – one manager might have mentioned a number of times). The intention is to reflect importance through emphasis.

Be strict
Tell people off
x4

Make changes
x3

Recruitment
x3

Be inclusive
x2

Retention

Doing

Figure 22: Doing Mind-Map

Table 17 summarises the ten dominant sub-categories from the 'Doing' mind-map (reflecting the items in bold red from the mind-map) and shows the emphasis in terms of number of codes returned in each sub-category.

Table 17: Doing Category - Emphasis in terms of number of similar codes returned

Communication	32
Listening	27
People skills	24
Give Direction	23
Performance management	21
Supportive	19
Monitoring	16
Flexibility	14
Time Management	13
Being visible	11

Thus, from the Stage 2 Study, the key behaviours of the effective hospitality manager have been extracted (see Table 17 for the 'top ten' and the mind-map for the full detail).

These findings can be compared to the results from the Stage 1 Study. However, the intention after the Stage 1 Study with regard to the areas of 'Doing' and 'Thinking' was to extend the research to identify the full range of activities of a manager with a revision of questions, so the Stage 2 Study was expected to deliver more responses in terms of volume, and should offer detail that is more sophisticated.

The 'top ten' effective management skills from the Stage 1 Study were as follows:

Table 18: 'Top ten' effective management skills from the Stage 1 Study

STAGE 1 STUDY
Communicating x32
Helping and supporting staff x16
Giving feedback, both negative and positive in an honest and prompt fashion x16
Developing and training staff x13
Problem solving and making decisions x9
Knowing what your staff are doing at all times x8
Thinking, Considering and Investigating – being aware of the challenges that face all employees and considering actions in the face of those challenges x7
Using knowledge and experience to judge and act x7
Empowering people x6
Working with other departments x6

Triangulating the data, comparing the Stage 2 Study (Table 17) and the Stage 1 Study (Table 18), shows a significant agreement between the results returned. The discussion below compares and contrasts the results and comes up with a final list of key 'Doing' activities (Figure 23). The discussion also cross-references the literature, but critically, where the literature listed a number of doing activities, this research reinforces the existence of those activities in an effective manager, but also prioritises them for hospitality management. This is an addition to the extant literature. The discussion below also includes additional notes for discussion against the 'Thinking' activities in the next section. Additionally, wider points are discovered that can now be linked to the discussion of Universality (transferable management activities), the Manager Role (the separation of the manager from the specific employee role), Management as Learning and 'No Management is an Island'. The result is a considerable amount of detailed information to form the all-round conceptual model of the hospitality manager, at Figure 27.

Communicating was number one in both the Stage 1 Study and the Stage 2 Study. Out of the top-ten, the Stage 1 Study list also included 'Keeping staff informed' which could also sit in the sub-category Communication. This was also supported as a key management skill by Luthans (1988), Mumford (1988), Drucker (1999), Brady (2011) Bielański et al. (2011) and Tyler (2013)

Helping and **supporting** staff was number two in the Stage 1 Study, and number 6 in the Stage 2 Study. This was drawn out in the Literature Review as: *Recognising human nature of business relationship – coaching, mentoring, counselling* (Mayo, 1933, Maslow, 1954; McGregor, 1960; Argyris, 1960; Likert, 1961; Alderfer, 1972; Guerrier and Lockwood, 1989; Boddy, 2005; Witzel, 2009; Waller, 2013)

Giving feedback, both negative and positive in an honest and prompt fashion was third in the list from the Stage 1 Study, and the ideas summarised in that coding are encompassed in the sub-category '**Performance Management**', fifth in the Stage 2 Study list. These ideas were not drawn out in exactly the same way in the literature review and consequently this research adds nuance to the literature.

Developing and Training Staff was fourth in the Stage 1 Study list, but arguably this has been replaced by the Management as Learning factor of the management role, reflected as it was in 'Discussion 1: Management as Learning' and the responsibility of the manager to learn for the self and to pass on to others. Rather than including this in the 'Doing' activities, this is reflected in the 'all-round' conceptual model of the hospitality manager (see Figure 27) by its inclusion in 'Management as Learning', an all-encompassing factor in hospitality management. Stewart (1967), Luthans (1988), Guerrier and Lockwood (1989), Drucker (1999), Cole (2004), Brady (2011), Bielański et al. (2011), Waller (2013), Tyler (2013) and Pollitt (2014) all included developing and training staff as part of necessary activities of a manager, but

in this research the concept of Management as Learning has emerged as a 'meta' level consideration and duty of a manager.

Problem solving and making decisions is fifth in the Stage 1 Study list, but eleventh in the Stage 2 Study list. As this factor is referred to in both studies, it has been included as a key 'Doing' activity. This reinforces the literature (Stewart, 1967; Juch, 1983; GWS, 2012).

Knowing what your staff are doing at all times, sixth in the Stage 1 Study list is reflected in '**Monitoring'**, seventh in the Stage 2 Study list. This was also reflected in the discussions about the need for a manager to have specific technical skills (see 'Discussion 2: No Management is an Island' and understanding what employees are doing so that a manager can cover), which lends support for its inclusion. This was drawn out in the Literature Review as *Controlling* (Fayol, 1949; Luthans, 1988; Drucker, 1999; Naylor, 2004; Boddy, 2005) reinforcing its inclusion.

Thinking, Considering and Investigating was in the Stage 1 Study list, but recognised in the analysis of the Stage 1 Study (see Data Analysis: The Stage 1 Study: Doing and Thinking') to be a 'Thinking' characteristic, and indeed it is reflected in the 'Thinking' mind-map at Figure 24 as fifth in the 'Thinking' roles of the Manager. This is therefore reflected at Figure 25 as a 'Thinking' activity. Juch (1983) was particularly supportive of the need for a manager to think as well as act.

Using knowledge and experience to judge and act, included in the Stage 1 Study could be considered as part of problem solving, but instead of separating it as a 'Doing' activity, it seems more appropriate to consider it to be part of the bigger 'Management as Learning' discussion, with its emphasis on learning from experience. Rather than separating this off as an activity, the idea of Management as Learning is seen as all-encompassing for the

manager role. This aspect of management was not drawn our specifically in the 'Doing' activities in the Literature Review, supporting this idea that it is all-encompassing or part of the 'meta' role of management.

Empowering people is ninth in the Stage 1 Study, but rather more deconstructed in the Stage 2 Study, and could be considered as being **supportive** in the 'Doing' list and also motivating, giving vision and inspiring in 'Thinking' activities. Empowering people was supported by Stewart (1967), Luthans (1988), Guerrier and Lockwood (1989) Drucker (1999), Cole (2004), Brady (2011), Bielański et al. (2011), Waller (2013), Tyler (2013) and Pollitt (2014)

Working with other departments is a very practical aspect of the job and tallies with the 'No Management is an Island' discussion. It therefore is seen as part of the model that reflects on the co-dependency aspect of the manager role and the need for managers to interact with colleagues. This interpretation is supported by the inclusion of the idea of *Breaking down barriers and encouraging collective support/collaboration* (Luthans, 1988; Archer and Cameron, 2009; Zilliox, 2013; Pollitt, 2014) reflected in the literature review.

Remaining in the list from the Stage 2 Study, we have **Listening**, which the Stage 1 Study grouped with 'Communication' but with 27 returned codes from the Stage 2 Study, it deserves to stand alone.

People skills with 24 codes from the Stage 2 Study could inter-relate with other areas already discussed such as empowering people, helping and supporting staff, understanding (also on the Stage 1 Study List but not in the top ten, and reflecting the specific skills required of the Manager as discussed in 'No Management is an Island'). As it has not been explicitly supported in this term of 'People Skills' and has been arguably deconstructed elsewhere, this is not included in the final key factors.

Giving Direction, with 23 codes and therefore fourth in the Stage 2 Study List is supported by the Stage 1 Study List returns (not in the top ten) in 'Leading by Example', also supported in the literature (Mintzberg, 1973; Arnaldo, 1981; Boddy, 2005; T + D, 2008; Bielański et al., 2011; GWS, 2012; Zilliox, 2013; MSC, 2014; Wood, 2015).

Flexibility, **Time Management** and Being Visible are in the top ten list from the Stage 2 Study. Time Management could be considered to be supported by 'Being Organised' in the Stage 1 Study (not in the top ten list), and supported by Fayol (1949), Juch (1983), Drucker (1999), Naylor (2004) and Boddy (2005).

The other aspects are not explicitly supported, but are reflected to a certain extent by the 'Manager Role' characteristics.

The key factors extracted from the Stage 2 Study List and supported elsewhere are therefore as follows:
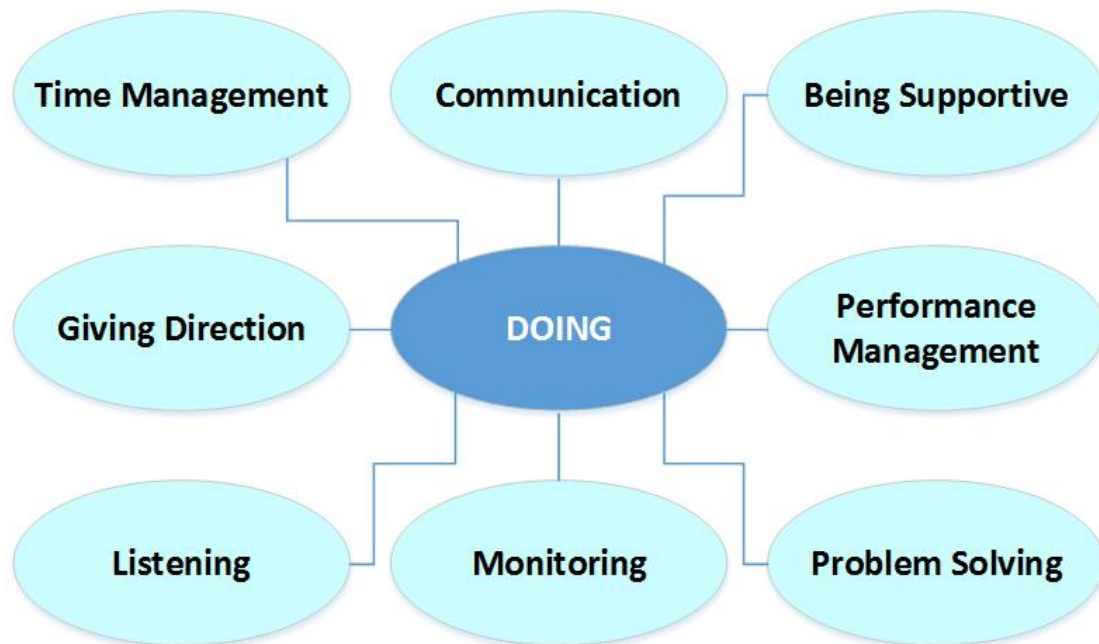
Figure 23: Doing Activities - result of final analysis

This 'Doing' activity diagram can also be compared to the list of Universal management activities obtained from the questions about Universality and Specificity (discussed in 'Discussion 2: No Management is an Island'- Table 19.

There is certainly a noticeable overlap between the activities in Table 19 and those in Figure 23, which is reassuring. There was no attempt made to prioritise the list of universal management activities though, so there is no way to nuance this list in line with the prioritised lists of the Stage 2 Study and Stage 1 Study, and no intention to do so, really this is intended as another check and a search for any significant areas that have been missed. Some activities in the universal management activity list do appear in Figure 23, or in the lists/mind-maps for Doing and Thinking, or there is overlap with other areas of the discussion. In order for complete coverage, notes on these overlaps are indicated below. There are just a small number of specific activities (Legal, Computer Skills) that have not been mentioned elsewhere and therefore they do not appear in the agreed models of key factors for effective management. These are more likely to belong in the 'specific skills'

that managers are required to have for credibility, to supply cover, for security and for understanding (see 'Data Analysis: Stage 2 Study: No Management is an Island')

Table 19: Universal Management Skills (see Universality Mind-Map at Figure 18)

- Approachability – Being Supportive/Listening (Figure 23)
- Coming up with new ideas – Management as Learning (Response to External Requirements) – see final all-round model at Figure 27
- Understanding of procedures/processes – Understanding (Doing - Specific – see final all-round model Figure 27)
- Communication – Communication (Figure 23)
- Delegation – in 'Doing' mind-map (just not top-ten) (Figure 22)
- Team Management, development, relationships – Co-Dependency – see final all-round model at Figure 27
- Performance Management – Performance Management (Figure 23)
- Time Management – Time Management (Figure 23)
- Customer Service – No Management is an Island – co-dependency – see final all-round model at Figure 27
- Marketing – Doing - Specific – see final all-round model at Figure 27
- Create a fun environment – No Management is an Island – co-dependency with 'Team' - Figure 27
- Give vision – see 'Thinking' mind-map (Figure 24) and final key factors (Figure 25)
- Computer skills – not explicitly supported – a specific skill?
- Recruitment – see 'Doing' mind-map (Figure 22) – not in top-ten
- Sales – not explicitly supported – a specific skill?
- Influencing – not explicitly supported
- People/Personal skills and Management – integrated with all 'Doing' activities in Figure 23, and in other areas (Thinking, Specificity)

- Open-mindedness – see 'Thinking' mind-map (Figure 24) and final key factors (Figure 25)

- Helping – Being Supportive (Figure 23)

- Honesty – see 'Thinking mind-map (Figure 24)

- Legal – not explicitly supported

- Meeting targets, measuring, aims and objectives – Giving Direction (Figure 23)

- Giving direction – Giving Direction (Figure 23)

- Making staff happy – No Management is an Island – co-dependency with 'Team' see Figure 27

- Managing individuals, not doing their job – People Skills, integrated in all other areas, and No Management is an Island – co-dependency with 'Team' – see Figure 27

- Attention to detail – Not explicitly supported

- Finance, budgeting, P & L and forecasting in 'Doing' mind-map (just not top-ten) (Figure 22)

So far, the discussion has resulted in extremely useful information to enable managers and those developing managers to understand the key areas of the manager's job description. The wish to define 'management as an activity' (Cole, 2004, P6) has been achieved and this can be added to our all-round model of the hospitality manager (see Figure 27).   A gratifying level of agreement has been found, with no disconfirmations as to what should be in the list of key factors. The only difficulty is limiting the role description to a limited number of factors (Figure 23). At this point it may be appropriate to say that whilst the end model is an excellent, established top-level view, this research holds a significant level of detail included in the mind-maps, tables, etc., that would allow readers with different levels of interest to use the appropriate level of information to suit their needs. This supports the view that 'any transfer of a study's findings to other contexts is the responsibility of

the reader' (Erickson, 1986 cited in Miles, Huberman and Saldana, 2014, P314).

As discussed in the Literature Review, there was a good argument that management thought came <u>out</u> of the practice, the Thinking hence linked to the Doing. This was reinforced in the Stage 1 Study, where a good manager was found to be 1 part thinking to 1.6 parts doing, and it was established that those at the 'point of combination' in the structured management combination could not necessarily distinguish between the two. Instead, the manager needed to combine the two aspects of their role. A 'conceptualisation of the management process' (Dalton, 2010, P16) would therefore be a combination of 'Doing', as visualised above, and 'Thinking', visualised in the mind-map at Figure 24.

Category 2: Thinking

The discussion can therefore be enhanced by reference to data collected, analysed and visualised in the mind-map in Figure 24.

Respecting others
Considering others' views/see and understand from employees'
point of view
Recognising personalities
Understanding the team
Recognise when someone needs help
Hear the other side
Be aware of emotional aspect of service
Be careful what you say
Personal approach
Recognise cultural differences
Empathy
Mutual understanding
Caring
Think about individuals
Authoritarian approach only gets you so far
Be altruistic
Emotional management
x23

(Willingness to take)
Responsibility
Have authority
Accountability
Take ownership
x23

Passionate
Love/like what you're
doing
Want to be where you
are/want to come to
work
Don't mix up passion
with defensiveness
Interest
Need to want it
x21

Reflection for improvement/
Constantly thinking about how to
improve
Self awareness 'being aware of
when you're working at your best'
Self-evaluation
Self-awareness
Assess own management style
Always questioning
Self-examining/Self-critical
You are not perfect/understand your
weaknesses/you aren't always right
x19

Thinking all the time
Think about how to improve
things
Constantly thinking about how
to manage
Thinking but not consciously
Consciously thinking about
managing
Always have management at
back of mind
Think laterally
Always think two/three steps
ahead/impact/repercussions
x19

Difference between
managing and
leading

Leadership
Give **vision**
x19

Motivation/Motivated
Drive
Persistence
It has to come from
within
Doing better for
yourself
Determination
Ambition
Self-motivating
X15

Honesty
Personal qualities –
honesty, integrity,
fairness, respect,
follow through on
promises, commit,
be straightforward
x11

Being a **good** person
Don't be moody
Behaviour affects
everybody else
Be happy
Be nice
Be human
x7

Thinking

Inspiration
Inspiring loyalty
Inspiring people
x6

Open minded
Go in with **open mind**
See things with a
fresh pair of eyes
Thinking differently
Accept differences in
approach
Wider thinking
X6

Taking a long-term
view
Long-term view –
create happiness
Manager is always
thinking ahead
Longer-term
thinking/strategically
x5

Trust others
Believe in your
people
x4

Adaptability
x4

Have ideas to share
Be knowledgeable/
Use **knowledge**
rather than power
Identify the
challenges
x4

Can **feel** how you are
doing
Feel the atmosphere
Feeling and thinking
x3

Management
requires confidence
Confidence
X2

Count is how many times the
subject was talked about (across
all transcripts – one manager
might have mentioned a number
of times). The intention is to
reflect importance through
emphasis.

Figure 24: Thinking Mind-Map

Further, Table 20 summarises the sub-categories (reflecting the items in bold red from the mind-map) and shows the emphasis in terms of number of codes returned in each sub-category from the Thinking mind-map.

Table 20: Thinking Category - Emphasis in terms of number of similar codes returned

1. Responsibility	23
2. Empathy	23
3. Passion	21
4. Self-awareness	19
5. Thinking	19
6. Give vision	19
7. Motivation	15
8. Honesty	11
9. Goodness	7
10. Inspiration	6
11. Open minded	6

As for the 'Doing' activities, agreement between the Stage 2 Study, the Stage 1 Study and other areas of the discussions so far are now sought to draw out the areas of particular significance.

Thinking, Considering and Investigating has already been reflected in the Stage 1 Study (seventh – see Table 18), and was fifth in the 'Thinking' sub-category list above.

The Stage 1 Study has already supported the idea of Taking and Accepting **Responsibility** as important for an effective manager and it is first in the Stage 2 Study List.

Empowering People, returned in the Stage 1 Study, could have overlaps with '**Giving Vision**', and '**Motivation'**, '**Inspiration'** sixth, seventh and tenth in the list above

Of course the Stage 1 Study list was less sophisticated at identifying thinking activities, as this was not an explicit aim of the study, but contributed to 'middle-range theories' (Charmaz, 2008) and gave direction for the Stage 2 Study. However, Table 7, duplicated below from the Literature Review, listed some key thinking characteristics from the literature, which can be compared against these results.

Accepting responsibility
Learning
Leading
Critical Thinking
Self-awareness
Emotional intelligence
Imagination
Reality
Objectivity

Triangulating between the Stage 2 Study, the Stage 1 Study and the list in Table 7, we have a much more specific list of thinking characteristics of the hospitality manager than the literature could supply for the general manager. There is support for the following key characteristics, examined in the order in which they appear from the Maser Study list (Table 20).

Taking and accepting responsibility is supported in all three areas (Stage 2 Study, Stage 1 Study and Literature (Bernadino, cited in De Roover, 1967; Drucker, 1999; Origo, 1962, cited in Witzel, 2009)).

Empathy from the Stage 2 Study (second in the list) is supported by Understanding from the Stage 1 Study and 'Emotional Intelligence' from the Literature Review (Juch, 1983; People 1st, 2009; Bishop, 2005; Dalton, 2010).

Passion, returned from the Stage 2 Study and third in the list, is supported by 'Imagination' (Muller, 1970; Juch, 1983; MacFarlane and Ottewill, 2001) and 'Leading' (GWS, 2012) from the Literature.

Self-awareness, fourth in the Stage 2 Study list, is also supported by the Literature (Juch, 1983; People 1st, 2009; Bishop, 2005; Dalton, 2010).

Thinking, fifth in the Stage 2 Study list is supported by the Stage 1 Study and the Literature (Muller, 1970; Juch, 1983)

Giving vision is also seen as Leadership (GWS, 2012) from the Literature (and could overlap with 'Empowering People' (Stewart, 1967; Luthans, 1988; Guerrier and Lockwood, 1989; Drucker, 1999; Cole, 2004; Brady, 2011; Bielański et al., 2011; Waller, 2013; Tyler, 2013; Pollitt, 2014) from the Stage 1 Study and the literature).

Finally, there is some overlap between being '**Open Minded**' and the listing of Objectivity in the Literature (Muller, 1970; Juch, 1983).

Motivation and Inspiration may generally fit better in the 'Manager Role' mind-map although can be cross-referenced here with **Giving Vision** (see above).

The inclusion of 'Honesty and Goodness' in the list of Thinking characteristics from the Stage 2 Study is not supported generally. Honesty was included in the Universality list of general management capabilities.

The above discussion leads to the following key 'thinking' activities:
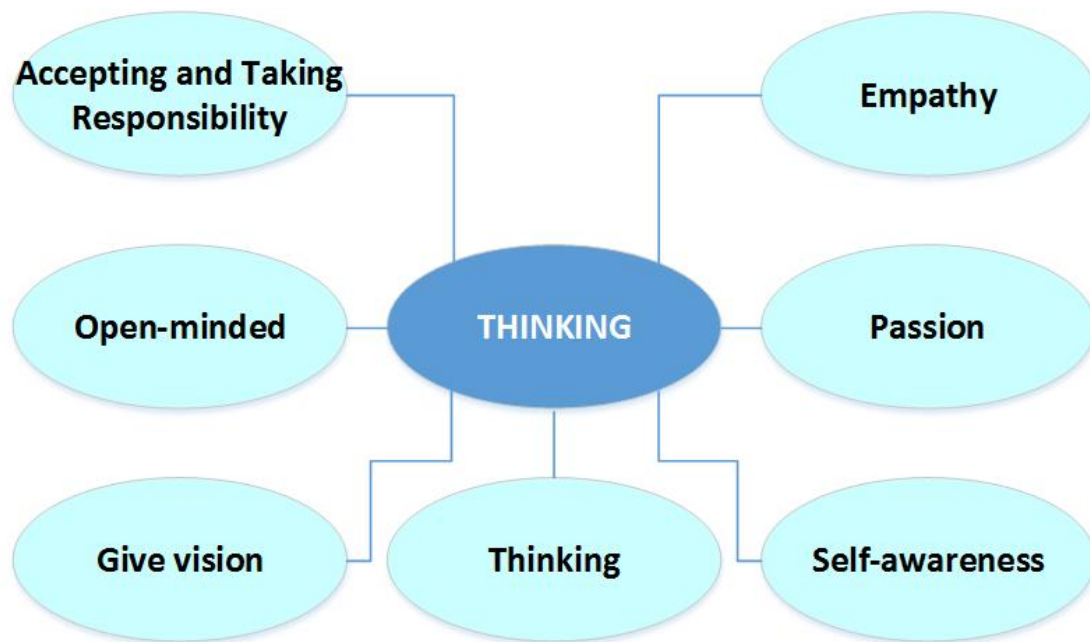
Figure 25: Thinking Activities – results of final analysis

What has now been achieved is a very detailed comparison of sub-categories from the Stage 1 Study, from the Stage 2 Study, and within the Stage 2 Study, between sub-categories from the various discussion areas. This follows the intention related in the Data Analysis section to achieve a 'Comparison'. From the categories, the core concept/s have been extracted (Boeije, 2010) and then data has been compared with data, 'data with categories, and category with category.' (Charmaz, 2008, P217). In addition, comparison has been made with the Literature, which created the original listing of 'Doing and Thinking' activities. This completes the circle and represents the critical social constructivist nature of this research.

Conclusion

- Hospitality Management is 1 part 'Thinking' to 1.6 parts 'Doing'.

- The essential 'Doing' and 'Thinking' activities for a 21st century hospitality manager are as follows:
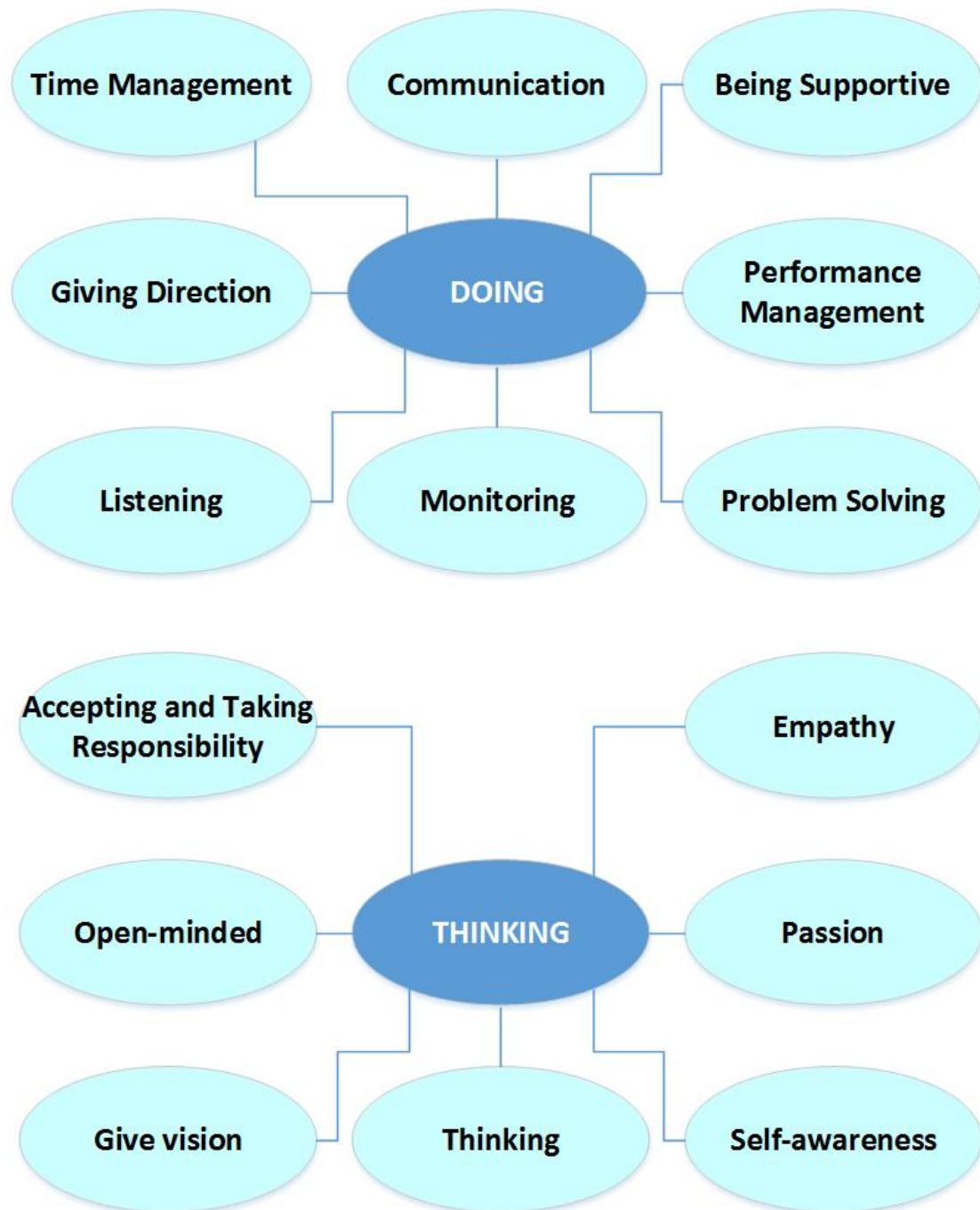
Figure 26: The Key 'Doing' and 'Thinking' activities of the 21st century hospitality manager

Conclusion and Recommendations

At the end of the data collection and analysis, the third objective of this study has been achieved:

> This research updates the definition of management with a critical, contemporary investigation and assessment of what is understood as effective management in the hospitality industry, using the framework established by the three discourses.

The research has achieved the aim and objectives:

Aim

This research creates, through three discussions, a framework for understanding management and makes recommendations for the development of managers in the hospitality industry.

Objectives

1. The research rehearses the difficulty in defining management in contemporary life, and presents the challenges therefore in seeking an 'absolute' when it comes to understanding what makes for good management.

2. The research explores some key discourses: Management as Learning; No Management is an Island (co-dependency) and Management is most often understood by what managers do rather than how they think; in order to create a framework for further investigation.

3. This research updates the definition of management with a critical, contemporary investigation and assessment of what is understood as effective management in the hospitality industry, using the framework established by the three discourses.

4. Finally, based on the discussions of what management is, recommendations are made in order to guide management development.

The methodology used in this work is, in itself, a contribution to the literature. This research is paradigmatic, with a social constructivist, hermeneutic phenomenological stance, and therefore contributes to the paradigmatic branch of hospitality management studies, which has been under-practiced previously.

The work is qualitative, inductive and subjective, recognising the contribution that those who are at the heart of, or inside, the management relationship can make to the understanding of hospitality and general management studies and practice. This recognition of contribution was justified in the sheer volume of data collection achieved, comprising the detailed views of 32 managers and employees, but more so in the themes and ideas which resulted from the data analysis. It is unlikely that such a depth could have been achieved by a quantitative study, as this would have been bounded by the information previously discovered in the literature, and would most likely have resulted in confirmation of the 'doing' activities of a manager and potentially little else. This is because the depth of feedback on learning and co-dependency was achieved through discussion and from a reiterative approach, using the Stage 1 Study as grounds for further investigation and the Stage 2 Study for elaboration. This depth would not have been achieved by a bounded approach.

Whether the specific knowledge essential to a hospitality manager can be learned on the job is uncertain. If not, managers can only come from within the industry itself, which may be limiting.

The key points discovered by this research, making it a unique study of hospitality management for the 21st century are:

- Managers are learning constantly and continuously in order to improve their practice. In fact, Management can be confirmed as Learning.

Managers draw learning opportunities from real-time, interactive learning experiences, from reading and from training courses. A separation of management practice from learning is potentially a false one and all management activities should be viewed as learning activities. However, managers may only know that they are always learning from management practice when asked and the learning from experience may not be structured. Therefore, learning from practice needs to be highlighted and a structure of reflection and feedback imposed as a way to highlight the symbiosis.

- Management cannot be defined, as it is not absolute. As managers constantly and continuously learn, from all of those around them and from different situations, management theory and management practice change.

- Managers take the responsibility for encouraging learning in order to improve not just their own development and growth but that of others, for the business' long-term benefit.

- Hospitality Managers balance Business, Owner, Colleagues, Customer/Client, Self, Bigger Picture/Society and the Team in the pursuit of their objectives.

- Managers are co-dependent on their surroundings for success, with the team being the most essential factor in success in the hospitality management sector. Recognition of co-dependency will result in a concentration of effort on building the essential relationships with the team and hence the customer/client and therefore will mean success for the business.

- Hospitality Managers require specific skills in the industry in which they operate for credibility, to supply cover, for security and understanding.

- Hospitality Managers also require universal skills, in equal measure. These skills are many and varied, and correspond with the 'Doing', 'Thinking', and 'Manager Role' sub-categories.

- A manager's role is different from the employee's role. They require a set of characteristics that combine mental and emotional toughness with ambition, commitment, an urge for perfection and the willingness to keep learning, and apply time and energy to a difficult job. In the absence of training for these characteristics, the interactive learning experiences discussed in 'Management as Learning' should be seen as a natural way to allow progression, although the manager and mentor would need to have the capacity to know when a manager was unsuccessful.

- Hospitality Management is 1 part 'Thinking' to 1.6 parts 'Doing'.

- The essential 'Doing' and 'Thinking' activities for a 21st century hospitality manager are as follows:
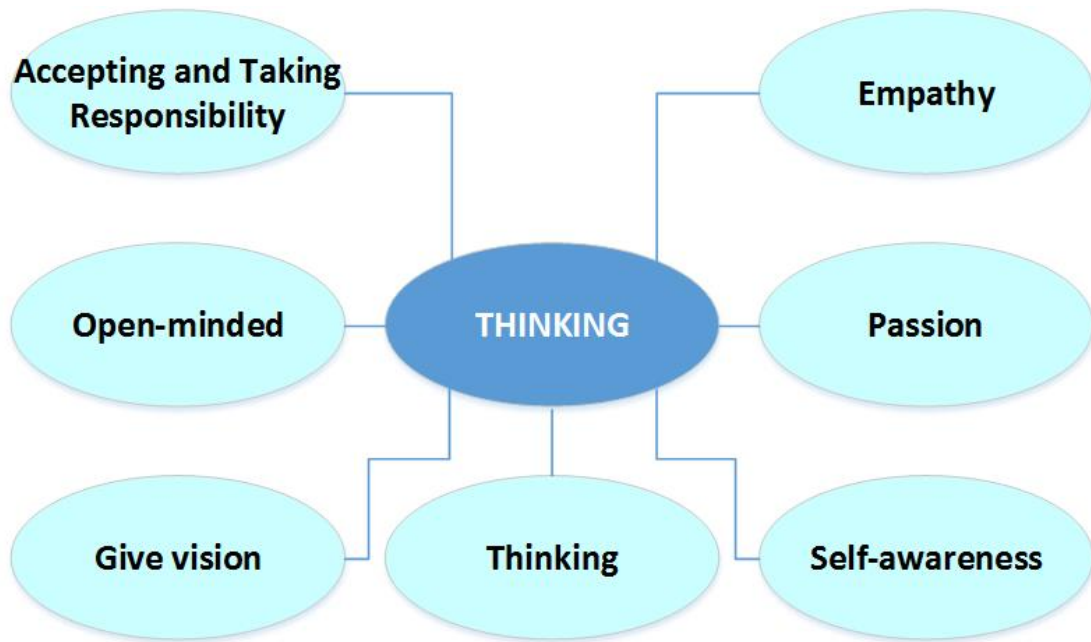
Finally, the discussions need to be brought together to create meaning (Miles, Huberman and Saldana, 2014, P87) in light of the final objective of this research: 'Finally a framework for what management is, through a hospitality management lens, is offered, in order to guide management development'. The discussions are brought together in the following model of what makes a modern hospitality manager.

Management as Learning
Continuous
Real-time, interactive learning experiences
Encouraging learning amongst others

No Management is an Island
Balance of Business, Owner, Colleagues, Customer/Client
Self, Bigger Picture/Society, Team
Manager dependent on team for success

Doing – Universal
- Communication
- Being supportive
- Performance Management
- Problem Solving
- Monitoring
- Listening
- Giving Direction
- Time management

Manager Role
Ambitious / Achieving
You Live It
You strive for perfection
Curiosity
Earn respect
Bigger role
Takes more time and energy
A difficult job
Don't be selfish

Thinking
- Accepting and Taking Responsibility
- Empathy
- Passion
- Self-Awareness
- Thinking
- Give vision
- Open-minded

Doing – Specific
Essential for:
- Credibility
- Cover
- Security
- Understanding

Figure 27: An 'all-round' conceptual model of a modern hospitality manager

In terms of guiding management development, the following core points are reinforced:

- Management is a constant and continuous process of learning and a disjoint between the management role and training and development activities has the potential to take emphasis away from management as a learning act. Managers should be encouraged to recognise their everyday existence as a learning one, and be outwardly facing in their absorption of information. However, managers may only know that

they are always learning from management practice when asked and the learning from experience may not be structured (Patel, 2014). Therefore, learning from practice needs to be highlighted and a structure of reflection and feedback imposed as a way to highlight the symbiosis.

- Managers are dependent on their employees for success in a business where employees are responsible for customer service and the business' success relies on this. The manager-employee relationship is therefore critical, and the employee could be considered the 'master' of the manager and the manager simply the pivot point for interaction of all surroundings! Employee expectations of the manager are high, in terms of both specific knowledge, and support.

- The job of a manager requires the specific knowledge of the employee combined with universal management skills and an attitude that is willing to give much more, as the latter sets the manager apart from the technical or specialist employee.

- Formal training and development programmes can be based on skills training, supporting staff in the long list of activities they are expected to do as part of their complex roles, but attention to the mind-set or thinking skills required by managers is also required. Mental skills are required as well as active skills, and those skills should recognise the intrinsic and constant need to learn as well as the awareness to recognise their co-dependency with others in order to learn and succeed.

Limitations and Recommendations for Future Research

The limitations to the research are worthy of consideration for future research:

Context

This research tested key management concepts in the context of hospitality. A comparison of this research should be made with other service areas and

other management areas (manufacturing, production) in order to test the range of the theories suggested and their validity across the management spectrum. What cannot be answered yet is whether the universal or transferable skills confirmed in this research, as valid in the hospitality industry, are valid in other industries (therefore are truly transferable). The practitioners at the heart of this research think they are, and that is worth respecting. In addition, the cross-referencing of these skills with those in the 'Doing' mind-map, with the 'Co-Dependency' mind-map and with the general management literature as part of the overall discussion of management suggests that there is similarity between hospitality and general management when it comes to management skills. However, to test the applicability of universality of management according to Fayol (1949), von Bertalanffy (1950), Naylor (2004), Cole and Kelly (2011), Kinsella (2012) and Pollitt (2014), the ideas from this research need to be tested elsewhere, and this could be the intention of a complementary piece of research.

Geography

The research has, based on the example of others researching in the field (Juch, 1983; Gehrels, 2013; Nazarian, Atkinson and Foroudi, 2017) concentrated on one geographical region (albeit one in which a number of national cultures were represented, and a number of national cultures tend to be represented in hospitality management anyway (Nazarian, Atkinson and Foroudi, 2017)). It would be exciting to extend the study to other geographical regions to extend the research's range in terms of testing any cultural impact on perceptions of effective management.

Strategy

There are limitations to the use of the phenomenological approach such as 'the reluctance on following specific methodological steps' (Ziakas and Boukas, 2014, p69) and the 'lifeworld' (Ziakas and Boukas, 2014, P69) subjective researcher and participant voice create a difficulty in claiming generalisability and objective 'truth'.

The methodology section has defended the use of phenomenology, and considered the subjective voice to be appropriate in creating an understanding of 'issues and interrelationships that add new insights to phenomena under study' (Ziakas and Boukas, 2014, P70). In addition, in examining the subjective voice, the researcher was aware of her own bias as a manager for a number of years and as motivated by a need to address the negative views of managers (Waller, 2013).

According to phenomenologists (Moustakas, 1994) the subjective interest is a credible rationale for research, but a researcher needs to be aware of the reflexivity of their research and take steps to <u>optimise</u> the impact of the subjective research relationship. In this case, an awareness of reflexivity was evidenced by the openness of the interviewer's approach: more open questions were used, with the intention to encourage honest approaches, with no judgement in terms of answers. Efforts were made not to lead the participant. Also, the use of the qualitative inductive approach is less open to bias as it is not bounded by preconceptions in the forming of the questions.

However, a mixed method approach could be used in future research. In fact, the next phase of this research could be quantitative in nature, using the results of this research to create bounded questions for verification, prior to the testing of the model in real workplaces (see *Application* below). This may meet more positivist expectations.

Sample
In terms of the sample and any issues of bias, participation was voluntary, and all responses were used. Apparently, '…there is the danger in a phenomenological inquiry that much of the data will lack focus and remain unutilized' (Ziakas and Boukas, 2014, P69). This was not the case here, with all interviews being used in a cumulative analysis. All interviews were transcribed, coded, categorised and used to create the themes and details

discussed in the Data Analysis section. Data was collected until there was data sufficiency, and data triangulation was exercised: using the Stage 2 Study to add to the results of the Stage 1 Study; comparing Stage 1 to Stage 2; and using of different representatives from different areas of hospitality to approach the subject from different perspectives.

This research was not intended to be a comparison study (comparing managers and employees' points of view a la Bielanski et al. (2011)), and this approach would have been irrelevant in achieving the aim of this particular research, but a comparison study is an option for future research and may highlight some interesting differences of perspective.

Methods

Other ways could have been contemplated for the research methods. A focus group or observation may have been appropriate, but the phenomenological nature of this research, entailing personal interpretation and recognising that 'the concept of 'truth' is situationally driven and personally constructed' (Ziakas and Boukas, 2014) led the researcher to consider that the semi-structured interview method was appropriate. A focus group is potentially surface level because of the concern of individuals in demonstrating their views in front of others who are potentially domineering. An observation would not have revealed people's 'lived experience' (Detmer, 2013, P5). However, both focus groups and observations could be used as more positivistic approaches to <u>confirming</u> the messages from this research project.

Application

Because it would have been outside of the objectives of this research, this research did not <u>test</u> the all-round model for hospitality management in the workplace in order to verify its relevance or identify gaps in training and development, which could make it a useable model for hospitality managers and training and development professionals in the future. This sort of action research could be the focus for future research. The intention is to create a

rubric, based on the all-round model, for a new <u>assessment</u> of training and development as well as a rubric for training and development to be <u>applied</u> and tested.

The Concept of 'Effective Management'

Another way of testing the validity of the data in this research could be to test the 'null hypothesis'. In this way, a failed manager or a less effective manager could be tested to see if they lack the skills and capabilities discussed here. Unfortunately, the feasibility of obtaining access to this type of participant is doubtful.

Summary

The following points are considerations for future research:
- Extend to other contexts (manufacturing, production)
- Extend to other geographical areas (testing any cultural influences)
- Consider a mixed method approach to support the inductive conclusions of this research with more positivist, deductive reasoning
- Consider comparative research to emphasise different perspectives
- Apply the model to real workplaces for verification.

It should be emphasised that the above research recommendations were not required in the achievement of the Aim and Objectives of this research, but they do represent an extension of this research.

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Appendices

Appendix 1: Questions for Stage 1 Study

<u>Introduction</u>

My name is Olivia Ramsbottom. I'm a Senior Lecturer in Business and Management at the University of Derby. My PhD study is looking at what makes for effective management.

Your input will remain anonymous, although the intention is to name the hotels which have taken part in the overall study (with the agreement of the respective HR departments). Individuals' names will not be needed, although those in a management role or an employee role will be identified as such.

Participation in this interview assumes your agreement to inclusion in the final study, but you can contact me (by email) at any time up to six months after the interview to withdraw your input.

Are you happy to continue?

Any questions at this stage?

Manager

1. What do you think of when I say the word 'management'?
2. What does the word 'manager' mean to you? Are you picturing/thinking of a good manager you know, or a bad manager?
3. What makes that manager 'good'?
4. What makes that manager 'bad'?
5. What or who do **you** manage?
6. What do you think makes you a 'manager'?
7. How do you think you are judged as a manager?

8. How would your behaviour show that you're a manager?

9. What do you need to do your job well, as a manager?

10. What do your employees respond well to?

11. What do your employees respond badly to?

12. Please look at the attached list of management activities and tick those you carry out.

13. Please look at the attached list of management skills and knowledge and tick those you have/use. NOT READY – perhaps discuss skills and knowledge? What skills and knowledge do you think you need to carry out those activities?

14. Please add any activities that you carry out that are not represented here, as well as any skills and knowledge that are not included here.

15. How important do you think it is to have specific knowledge of the hospitality area to be a good manager?

Employee

16. When you are 'managed' what skills/abilities do you expect to see in your manager?

17. What skills/abilities do you think your manager has?

18. What do you need to do your job well?

19. How does your manager or management affect what you do?

20. What makes you respond well to your manager?

21. What makes you respond badly to your manager?

22. How important do you think it is for your manager to have specific knowledge of the hospitality area?

Training and Development

1. Did you move from the role of specialist to manager at some point (however long ago?).

If yes, go to question 2, if no, go to question 3.

2. If so, when you moved from the role of specialist to manager, did you feel that you needed the following:

   a) a higher or different level of specialist/technical information – WHAT YOUR JOB IS/DOES

   b) a knowledge of management skills

   c) neither of the above

   d) both of the above?

3. Do you have time for training?
4. Do you see training as important for your own development? Why?
5. Do you see training as important for the business' development? Why?
6. What sort of training and development do you enjoy?
7. What training and development would you more readily engage in if given the opportunity? Why? Which of your personal or business objectives would this achieve? If any?

Appendix 2: Reflection on Stage 1 Study

Reflection – Managers' interviews

The use of the list of management activities felt well, useless! The first interviewee just marked off the activities she felt relevant from the first column. I think that this showed that she hadn't really paid attention to the list and what was being asked. She also mentioned how important leadership was, but didn't tick leading as an activity that she engaged in. This could be, however, that she expects leadership from a higher level of manager… or she in fact doesn't see herself as a leader, but she felt that it was extremely important in a manager. Too flawed?

In other interviews, the fifth interviewee made a similar mistake with only paying attention to the left column, whereas in some other cases it felt like the subjects ticked almost everything. The list could be too leading and encouraging participants to have a desirability bias. Consequently, it could be a lot better simply to ask the questions about management without any use of the list. The list would therefore be a compilation from the text books, and the research used to support this or in fact to show what the most important behaviours etc. for a manager are (in their views).

In terms of the questions, if the subject of the research is going to be universality and specificity and manager as learner, then more time needs to be spent on those issues.

The interviews were rather long.

A number of the management questions were too vague or appeared to go over the same ground. It may be better to just let participants talk about management generally before asking specific questions about theories I am testing.

There was a little hesitation in the answering of the question about how employees judge them as managers, and what the employees expect from

their managers, from the managers' perspectives. This was interesting, as if they hadn't really thought about that. Might be interesting to ask more detailed questions that could answer the question about employees' requirements, and the managers' perceptions of employees' requirements.

QUESTIONS FOR MANAGERS – DELETE AS FOLLOWS

1. ~~What do you think of when I say the word 'management'?~~

What is 'management'

2. ~~What does the word 'manager' mean to you? Are you picturing/thinking of a good manager you know, or a bad manager?~~
3. What makes a manager 'good'?
4. What makes a manager 'bad'?
5. ~~What or who do **you** manage?~~
6. ~~What do you think makes you a 'manager'?~~
7. ~~How do you think you are judged as a manager?~~
8. ~~How would your behaviour show that you're a manager?~~
9. ~~What do you need to do your job well, as a manager?~~
10. What do your employees respond well to?
11. What do your employees respond badly to?
12. ~~Please look at the attached list of management activities and tick those you carry out.~~
13. ~~Please look at the attached list of management skills and knowledge and tick those you have/use. NOT READY – perhaps discuss skills and knowledge? What skills and knowledge do you think you need to carry out those activities?~~
14. ~~Please add any activities that you carry out that are not represented~~ here~~, as well as any skills and knowledge that are not included here.~~

What management activities do you carry out? (MOVE TO 2)

What skills and knowledge do you require to be a manager? (MOVE TO 3)

15. How important do you think it is to have specific knowledge of the hospitality area to be a good manager in hospitality?

8. Did you move from the role of specialist to manager at some point (however long ago?).

9. ~~If so, when you moved from the role of specialist to manager, did you feel that you needed the following:~~

   ~~a) a higher or different level of specialist/technical information – WHAT YOUR JOB IS/DOES~~

   ~~b) a knowledge of management skills~~

   ~~c) neither of the above~~

   ~~d) both of the above?~~

If yes, do you feel you need the specialist skills you have in order to be a good manager?

How did or do you acquire the management skills required in your new role?

10. ~~Do you have time for training?~~
11. Do you see training as important for your own development? Why?
12. Do you see training as important for the business' development? Why?
13. What sort of training and development do you enjoy?

~~What training and development would you more readily engage in if given the opportunity? Why? Which of your personal or business objectives would this achieve? If any?~~

Reflection – Employees' interviews

The responses from the employees felt more honest than the responses from the managers. It could be that they are unfettered by expectations, or in fact by management training. The latter would perhaps lead to managers responding in ways they thought appropriate, and there were occasions when it felt that the managers were referring to theories or to what they had read, as

if to look for approval, rather than answering from a very personal point of view. An interesting question might be to look at whether the reactions of people to what makes a good manager change over a period of time, perhaps a longitudinal study tracking employees from employee status to manager status and seeing if their attitudes change.

QUESTIONS FOR EMPLOYEES – DELETE AS FOLLOWS

1. When you are 'managed' what skills/abilities do you expect to see in your manager?
2. What do you need to do your job well?
3. What makes you respond well to your manager?
4. What makes you respond badly to your manager?
5. How important do you think it is for your manager to have specific knowledge of the hospitality area?

The 'better' or seemingly more productive interviews were more unstructured (on the structured to unstructured spectrum) than structured, and as can be seen from the transcripts, as the interviews went on, the interview interaction became more natural, with questions leading on from responses. The questions were amended between interviews/hotels.   Is this 'grounded theory' (changing the approach based on the responses previously received) or simply the use of semi-structured interviews in a survey strategy?

The following table is a replication of Table 9 in the main body of report. It appears here with notes made whilst considering the results in order to categorise the responses into legible themes and is another example of reflection on the Stage 1 Study.

Table 9– replication.

Remembering all the little things that people were/are doing	1	
Having a good working knowledge of what we're doing, knowing what the tasks are and what the products are	3, 7, 8	1
Being involved with staff/knowing at all times/knowing what's going on	3, 8	3
Empowering people/getting people to think on their own/encouraging independence	1, 9	1, 2, 3, 6
Dealing under pressure/keeping calm/coping	1, 3, 7	4, 6
Support/Helping	1, 2, 4, 5, 9	1, 3, 4, 6, 7
Reassurance		
Getting alongside employees	5, 9	1, 7
Being close to staff, professionally and/or personally		2, 7
Telling employees when they're doing something wrong promptly, constructive negative feedback	1, 4, 7, 9	1, 3, 6
Giving honest feedback	1, 5	1, 3
Saying thank you/well done/being	1, 5, 7	4, 6

appreciative/giving positive feedback		
Resolving issues/problem solving/dealing with difficult situations/making decisions	1, 2, 3, 7, 9	2, 3, 4, 6
Thinking/Thinking ahead/Deliberating/Investigating/ understanding the challenges	1, 3, 4, 5, 8	3, 4
Developing employees/staff/encouraging their development/training	1, 2, 4, 5, 6, 8, 9	1, 2, 3, 4, 5, 7
Communication skills	1, 2, 4, 8	1, 3, 5, 7
Having an open door	6, 7	1, 2, 4
Involving staff	4, 6, 7	1, 5
Being someone to talk to/Listening/allowing interaction	3, 4, 7, 8, 9	2, 3, 4, 5, 7
Giving your staff a lot of time	3, 4, 5	5
Working as a team with other departments	1, 5, 6, 7, 8	5
Leading by example/being a role model	1, 3, 4, 5, 7	5
Being organised/organisational skills	1, 2, 3, 5	1
Keeping staff informed of what is	2, 5	1, 2, 3

going on, seeing how their jobs contribute to the overall work of the organisation. Promoting sense of ownership		
Understanding/Understanding language and behaviour (including different cultures)	5, 6, 7, 8, 9	3
Being fair/treating people equally	4, 5, 7	3, 5
Being responsible, more responsible than employee, accepting responsibility	2, 3, 6, 8	5
Knowing how to handle things the 'right' way/ability/experience/knowledge? Judging situations, using instinct	2, 4, 5, 7, 8	5, 6
Being strict when necessary	3, 4, 6, 9	7

Appendix 3: Stage 1 Study Coded Transcripts - Example

EXAMPLE – <u>THREE</u> EXAMPLE TRANSCRIPTS INCLUDED HERE

1. <mark style="background-color: yellow">Yellow</mark> denotes activities identified by the interviewees as good management activities.
2. <mark style="background-color: red">Red</mark> is used to identify contra-indicatons: what is considered to be bad management.
3. The preferred training and development activities for the cohort (note that these questions were only asked of the managers) were directly copied and pasted into a table.

Transcript 1 – Manager 1

Hotel 1

20th August 2015

What do you think of when I say the word 'management'?

I think of a person (a particular person) who was a great, I wouldn't say manager, I would say <mark style="background-color: yellow">leader</mark>, who used to be the General Manager here at Hotel 1. And he was just amazing at <mark style="background-color: yellow">remembering all the little things that people were doing</mark> and always <mark style="background-color: yellow">saying thank you,</mark> and always <mark style="background-color: yellow">positive</mark>, very positive, and always <mark style="background-color: yellow">empowering</mark> the people that he worked with. <mark style="background-color: yellow">Never questioning their decisions</mark> once they've gone there and made a decision….he was very much into empowerment and keeping the staff happy and he was very successful.

So rather than thinking of management as a set of activities, your first response was to think of a person.

And a <mark style="background-color: yellow">leader</mark>

So that's interesting, what do you see as the difference between a manager and a leader? Could you explain that?

Yes, I think that a leader is, the best way I can describe it is doing things through people, doing everything (he's) doing through other people and through empowerment. A manager is, for me, just telling somebody what to do and when to do it, do as I say not as I do. So here… I'm a manager, that's just a title.

But you expect people to be leaders?

Exactly.

And that is interesting, because part of this study looks at all the different titles that we give managers, at various levels, from supervisor to manager.. and what does that mean.

It's quite interesting actually, because sometimes you get, you find, in a different department for instance, the manager is actually not the leader, the supervisor is the leader, because he or she might be the person that other people look up to when there are different situations, which is quite bad for the manager, but very good for the supervisor who may be seen by the staff side as the leader. That's always interesting.

Do you think that there's, in this particular industry, a need for a manager or a leader more than the other…. That wasn't a very good question… do you think it's more important to have managers or more important to have leaders in this particular industry.

Definitely leaders. I think, well, was it The Caterer last month, where it said that by 2020, or 2025, they would need so many thousands more managers in the catering industry and that we're going to be short. We're growing. It's good for the industry, but are there enough managers and leaders qualified to get there… or will we be short?

Do you see that these are things that can be taught?

You can teach people how to be managers, but leaders, it's a mindset. I think it can be taught in the way that you're thinking, to some extent, but you won't

actually know until you're doing it, because sometimes under pressure people just… you know.

So you might be able to be taught how to deal under pressure? Or to think about things in a different way?

I think you can't be taught how to ==deal under pressure==, but definitely to ==think in a different way and to keep an open mind==.. I think you can be taught but you wouldn't know until you get there. It's one thing to go to university for example and be taught lots of different theories etc. in class, even if you do your …but it's another thing to carry it on/out once you get a job as a supervisor or a manager, so to remember what you learned at school and put it into practice.

And do you think there's anything you don't learn at school?

Ermm… that's an interesting question (long pause). I think, I don't know, I'm trying to go back through… xx probably talked a lot about management etc. In terms of the sort of practical things..==there are some things you can only learn by dealing with it..== ==like emergencies.== For me, I deal with emergency and crisis situations quite a lot, so dealing with the ambulance, the police, things like that, ==so.keeping calm== in those situations, for me, no, you don't get taught these in school. You get taught more technical aspects of the job I would say.

You can't practice emergency situations can you…

Even if you get the first aid course…

It's not the same.

We've talked a lot about those first two questions. I'm now going to mine down to the deeper detail. So what makes a manager good, and then probably while you're talking about that, you'll talk about what makes a manager bad.

Good – ==empowerment== is a big thing. Just to give you an example, I used to work with a colleague of mine who was also a duty manager here, and sometimes you are required to sleep in, you don't have enough night staff and

you need to have a certain amount of people working, so when we sleep in we just sleep, unless we get called out, you do your normal shift and then you go to bed, and in case you get called out, you just need to walk downstairs… She changed hotels, and she's a front-of-house manager in a different hotel, her General Manager expected her to carry the radio with her while she is sleeping, and have it on, and they would talk.

So there's talking going on all the time?

Yes, and she would have the radio with her.

What would you call that?

Micro-managing

Wanting her to be always there?

Always ready, always wanting to know where each person is all the time.

Empowerment is huge. And you have to show all your staff, and your supervisors, or managers if you're a General Manager, that you trust them to make these decisions.

So what is empowerment? You mean trust, encouragement…

Definitely.

And you said about the guy before who was particularly good…he wouldn't necessarily question decisions, he'd support.

It's more about knowing the thought process. Of course you don't expect to make the same mistake two or three times, but then again, I don't know if you've read 'The One Minute Manager' ….it says that a good manager would give one minute praise, one minute reprimand, so it's good to know when you're doing something wrong as well, straightaway and not wait after one or two months to find out.

So a manager needs to give good and prompt feedback?

Yes, and honest feedback. It's important to keep it good when there's something good to say, otherwise, every time you call in staff, or a team

member, they will just expect something bad. Managers quite like the sandwich model where you say something good, something not so good, and then good.

Do you think that works?

No! Every time you say something good, then someone expects something bad! So it's… 'you're good, but you're not that good..'

So, you're a manager, do you think you are a good manager?

I like to think I am. I'm probably not there yet, which is where I'd like to be.

What do you think you might need to work on?

Errm… so in terms of being a Duty Manager, I'm split a lot in tasks, and I just, there are things I can't get away with. I have to do a lot of things that I mean I have to do that in front of the computer sometimes and, for example, switchboard is not here so I had to do all of her work today. So, ideally, you're meant to ==split your time between the task, team and individual==. Ideally you should be in the middle. But I'm not in the middle, I don't spend enough time on the team and individual as I'd like to, because I don't have enough time. And I think you find that a lot in this industry. It's because of how fast-paced the environment is and how customers are, depending on what department you work in of course, because if you're working in back of house it's different. If you're the duty manager like I am, well you don't want a queue to build up, and then you have to go front of house…so I'd like to be spending more time managing people rather than on tasks. But because of the time constraints that I have, it's not always possible. But then again I do one-to-ones with all the team members, and hopefully, well, they enjoy it, and I enjoy it, and it's good to work on everyone's development as well.

So you are doing the individual bit..

What or who do you manage?

I would say that I manage …. operations mainly in the absence of Heads of Departments. So if something goes wrong, then it's up to me to ==resolve the==

issue, whether it's an issue with customers or with the rooms, or a physical issue, or an emergency as I've said. Who do I manage? I'm based in front office, so that would be the front of office, the assistants, as that's who I do my one to ones with, however, at the weekends and any time out of office, I would manage also the restaurant staff, if someone calls in sick…

So mainly front of house, reception, out of office for heads of department and the rest of the team…

What do you think makes you a manager?

You need to get people to think on their own as well, and not always give the answers to their questions, and they are future managers. You like to think that your team members are future supervisors and managers, so just to think and develop that frame of mind…

So you're developing them at the same time… so empowerment and development

Yes, so they can actually make their own decisions and they don't need anyone's permission. Sometimes they just need someone else to say yes, just some reassurance, but they don't actually need you to make the decision. They know that, it's just encouraging people to make the decision themselves.

How do you think you are judged as a manager?

You'll have to tell me! I think…wow… I like to think that I am good at what I do and that's how the team members see me, and I get thank you cards every time somebody leaves, which is quite nice, and people wanting to keep in touch. Many of the placement students we have here, because we only have them for 5 – 6 months, I'm always giving them experience that they can use, because they get marked for it, I make sure that they can do everything so that they get the best marks.

What is your boss's judgement of whether you're doing a good job? What do you think your boss judges you on?

We've got something called the talent toolbox that we, so I can see what we are...so how it works is, he does it, he marks me, it's about half an hour and you have to go through different stages, and then I mark myself and then we sit down and compare scores and we discuss it.

What sort of things are on that list?

Just different things about me as a manager, <mark>communication skills</mark>, different sorts of values frameworks, us <mark>working as a team with other departments</mark>, various competencies…so it's not just about receiving feedback but about being able to ask for feedback, so if he doesn't mark me as 10, then I'm going to turn around and say, well what do I need to do to get there? And if he doesn't have anything to say, then he should mark me a 10 and I would challenge that…but not everyone is (so challenging) but I've got him to increase my marks a few times, so I'm quite happy with it. All of my scores are between 8 and 10 so I'm quote please with that.

So you're quite challenging with your manager, are your staff quite challenging with you, in a positive way?

I encourage them to challenge me, I think it depends on what people are comfortable with, but some people are just doing their job because it's a job, they don't necessarily want to develop in hospitality but those who want to get there and want to progress, then definitely..(they challenge). It's also important to be as honest as possible. There can be tears.

And do you think you can be honest? Does the environment encourage that?

Yes, it does encourage that, definitely. As an individual it's not the easiest thing to do for me, because of how I am, and that's something I need to work on, but I force myself to do that, because if I don't, then I'm going to be the one picking up the pieces afterwards. It's not going to be good for them, but it's probably going to be even worse for me in the long run, so…

Well that's interesting, so that's another job of a manager isn't it, to ==give that negative feedback and deal with issues==. What do you need to do your job well as a manager?

Bodies, staff, colleagues, a supportive manager I would say. What do I need? Just for everyone to trust me and my decisions…equipment, that's quite obvious. It's important to have a positive environment as well, because I'm someone who's generally quite positive, but if you have bickering and things like that, which sometimes you can have, it's not a very nice place to work in. If everyone has a positive response then it's easier to work and it goes along quicker. So if anything, it's probably that.

What do your employees respond well to, and what do they respond badly to?

They respond well to feedback and ==saying well done== and things like that, I think it's important to ==thank everyone==, many times it can get very busy, we're not a property that has complaints, but depending on the nature of the business, because at the moment, it's summer holidays, Buckingham Palace is open next door… so we are normally very corporate, but at the moment we have a lot of travel agent bookings, a lot of city breaks, and they do not pay that much, but they expect a lot, so these are the tricky ones, so yes it can be very intense, we have 230 bedrooms, so normally it's 230 people, but now it's 450 for example because everyone is in double occupancy. So it can be quite intense, you can be talking all the time, and people will chat, and you want to talk with them and to them…

Because they're more on holiday than they are on business?

Yes, they're on holiday…so it's very important to recognise that (the hard work put in as above), how hard it can be.

And have you worked your way up?

Yes, I was a placement student, I had a one year placement, with Derby/London Hotel School, and then moved to part-time whilst I was doing my top up degree, went to Buxton for my graduation, and then came back

as… they created a post for me actually, which was not there at the time, which was very nice of them, the company actually funded my course, my degree, and then I got promoted from there to manager.

So, if I was to ask what is your specialism in hospitality, would there be one?

I don't know, I suppose duty management, as you have it as a job, it may be more a specialism than it used to be, because of the need for it. So I would say duty management.

Key management activities

- Establishing vision/strategy
- Planning **YES**
- Setting local objectives to contribute to achieving organizational objectives
- Monitoring and Managing the local, national and international environment (PEST/LE)
- Implementing **YES**
- Balancing efficiency, effectiveness and equity
- Developing organisational culture **YES**
- Organising **YES**
- Understanding what customers value, understanding what societies value and reflecting these in the organisation's values and behaviours **YES**
- Devising structures and systems to optimise effectiveness and efficiency
- Controlling
- Practicing Emotional Intelligence, acting intuitively. Mindfulness.
- Developing/empowering employees **YES**
- Leading
- Recognising human nature of business relationship – coaching, mentoring, counselling **YES**

- Applying new technology **YES**
- Learning
- Communicating **YES**
- Managing change **YES**
- Connecting people
- Practicing Diplomacy **YES**
- Finding competitive advantage
- Disseminating information
- Writing reports, memos, instructions, guidance, procedures
- Improving strategic thinking **YES**
- Making decisions **YES**
- Discussing issues, consulting
- Creating excellence **YES**
- Allocating and managing resources and getting the most from limited resources **YES**
- Problem solving **YES**
- Modifying national cultures in multinational corporations – ensuring cross-cultural understanding and teamwork and managing diversity **YES**
- Negotiating (upwards, downwards and sideways)
- Taking part in and leading meetings **YES**
- Developing learning and knowledge in the workplace **YES**
- Dealing with conflict **YES**
- Representing the team/section/organisation internally and externally **YES**
- Recruiting, Selecting, Appraising, Disciplining and Dismissing staff **YES**
- Encouraging creativity and innovation and entrepreneurial activities. **YES**
- Defining tasks and allocating people to tasks **YES**
- Measuring and Evaluating activities **YES**
- Taking responsibility for successes and failures in area of work **YES**

- Marketing
- Ensuring compliance
- Managing risk
- Selling
- Thinking – BEHAVIOUR OR SKILL?
- Breaking down barriers and encouraging collective support/collaboration
- Environmental and energy cost reduction
- Self awareness – BEHAVIOUR OR SKILL?
- Supply chain management
- Financial management
- <mark>Health & Safety/Safety & Hygiene **YES**</mark>

Is there anything missing from the list that you think 'I do that' and it's not there?

No

There are quite a few things I don't actually do because they would be done by the Head of Department.

So you think there is a difference in managerial activities between you and the Head of Department?

Yes.

I am working on this list of skills and knowledge, but do you think there are particular skills, so not behaviours, not activities, but particular skills that it is important for a manager to have, so skills and knowledge?

I think that a manager should <mark>lead by example</mark>, I really do, I don't think they should just tell other people what to do and not actually apply those rules themselves, it's not a good way to manage. A good sense of …

AT THIS POINT M1's PHONE RANG

To be organised, to start and finish on time… if you don't, it comes across as people not being able to manage their time very well. That's why it's very important to organise yourself.

You know when you said, do as you tell others to do, what would you call that? What skill is that?

I don't know.

Could it be 'self awareness'?

Actually, if a manager is not doing it himself, then his assistants are supervisors can say, but you are not doing it yourself.

So is it leading by example? But maybe you need to be aware you are or are not doing it.

And one way to do that is to ask for feedback yourself when you managing downwards as well as upwards, so when you are doing your one to ones… the easiest thing to do is to ask 'how do you think I'm doing as your manager'

And do you do that?

I've done it a couple of times, I don't always do it.

Why do you not always do it?

I don't know, I've actually always got very good references, I think I was always looking for something that I could work on rather than what I was doing well, but then not everyone is going to say something.

How important do you think it is to have specific knowledge of the hospitality area to be a good manager?

I don't think you need to have any knowledge of any hospitality area to become a manager, I really don't, in the hospitality industry. I think it's more having the skills, because you can always learn on the job things…

Do you have time for training?

Yes

Do you see training as important for your own development? Why?

Definitely. Because otherwise you don't move on. It's very important to be qualified, not only on the job but educational as well.

And do you think that there is always something to be trained in?

I think so, for sure, I think there's always room for improvement and development, it's whether you can get investment in your team members, whether the company's willing, how much time and money the company is willing to invest in your development, but I think it's always important to develop yourself, but also, you have to push it if you want to be developed on certain things, you have to ask, because if you don't ask, you don't get.

What sort of training and development do you find the most useful, or do you enjoy?

I've been through quite a lot of educational training, so different management courses and things like that, which is really interesting, the group that I was in, there were about 15 of us, all supervisors and managers, so we had some really good debates, it was very loud on some occasions, but it was good, but in terms of my job, I think on the job is also very important, and last month I spent a day with a front office manager in a different property, a completely different branch, a 5* hotel, the General Manager there sorted it for me, and it was really good, I came back with a lot of ideas and I really enjoyed it, just going to a different company and looking at how things happened differently and how it works. It's very interesting. I really enjoyed that.

Do you see training as important for the business' development? Why?

Of course, because you have to keep up with changes that are happening outside and in the industry. Because it's so fast-paced, you definitely have to keep up to date with what's going on, and keep your skills up to date as well.

Transcript 5 – Manager 2

Hotel 1

20th August 2015

What do you think of when I say the word management or manager?

I'd say someone who takes control, obviously of the staff and the business, and obviously delegate, just stay on top of things really.

But if I said what does the word 'manager' mean to you, what comes to mind then?

Someone who's responsible.

And if I said, what makes a manager good?

Someone who's responsible. Someone who knows how to handle things the right way. Very well organised.

What makes a manager bad?

They wouldn't be well organised. They wouldn't have control of their staff.

How would you see that? So give me some idea of the behaviours that you might see or actions in the workplace that you might see that would show that person wasn't in control.

Maybe being aggressive to staff, maybe some shouting, just not the right approach to working, obviously to their staff members, and to other managers as well.

And what would the right approach be?

I think everybody has their own approach to working, you have to have the correct approach and you always have to see somebody else's point of view as well, so you have to put yourself in their shoes, more than anything else, because just taking your own opinion, doesn't necessarily mean that it's the right opinion, the right way forward, so …

xxiv

One of the things that has come up in the literature is this idea of a manager being self aware, so a good manager is self aware, do you think that a manager should be self aware?

Yes.

The impression I'm getting is that you would see a good manager as being a calm person, so they wouldn't be shouting, they wouldn't be aggressive?

Yes.

What or who do you manage?

I manage the reception staff. I also, at times, have to manage the hotel. So, like today, I'll be on late shift, so I'll be the first contact in case of emergency or if someone is not getting along with one another, if there are arguments, then they'll obviously come to me first. So when there are other managers available, then it'll just be the reception staff, but in other cases, like today, it'll be everyone in the hotel.=

So are there different skills or do you have to think differently of that job of managing the whole hotel compared to what you would normally do?

I think you just put it in your daily routine, that's what we do, so even if there are other managers around, and obviously we have our managers, we <mark>still take control of any issues</mark> that come up.

Yes, I guess in this industry, if you see a problem happening in front of you, you don't go 'go and see..'

Exactly, you don't pass on the issue, you <mark>resolve it there and</mark> then. And just dealing with that one person is better than passing it on to the next person, which is something we've all learned how to do.

Would it be fair to say that <mark>dealing with conflict</mark> is quite a key area?

Yes, definitely. It could be conflict with two guests at times.

I had forgotten, until just now, that you're in an environment where people are trying to enjoy themselves, so there could be alcohol, there could be all sorts of things couldn't there.

Absolutely.

What make somebody a manager as opposed to a normal employee, what is it about them?

Just having that approach that we mentioned. They would have different skills, different ways… I think they have a variety of skills, whereas somebody who's not a manager would not have that idea of how to approach certain occasions, so if there was a guest complaint, somebody really angry or upset, then they wouldn't know how to change their approaches, they'd just have the one approach which they're used to. But doing our job, you have to find the right balance, of sometimes putting the foot forward, sometimes taking a step back. I think being a manager you have to have that variety, you have to know when to use the right approach, which I think is what quite a lot of people need to do in order to step forward.

Interesting, so a variety of responses, a kind of checklist in your head of what the right response is in that time, flexibility…and that sets the manager apart in your eyes.

Yes.

I think we've talked about how your behaviour would show that you're a manager?

Yes.

What do you need to do your job well as a manager?

Staff. Reliable staff. Staff that obviously you can get along with, that you can delegate to, if you manage your staff well, and you've created yourself a strong team, then you also need them as much as they need you, so I would say staff is key. If you've got your staff managed very well, then they will support you as much as you support them.

What do your employees respond well to, and what do your employees respond badly to?

As a receptionist would do, and as I'm sure a lot of staff would do, they would not like any bad news, anything that would make their workload more difficult. And it'd good to hear that they have ==support==, it'd be good to hear that things are going to be easier for them in the future or that actually they have a future ahead of them, so ==a development plan==…so a lot of people don't really like taking bad news, some people don't like listening or taking in that they will have to do something that is out of their usual routine, but, again, it's about finding the right balance, so having that extra, but the good news is that you'll have something that will make it a lot easier in the future, or this'll be a learning curve for them, so that'd be the way, negatives and positives, this is something that people aren't great at, but, ==being a manager, you would take it in, whether it's good news or bad news, and you'd be able to turn it around in some way==.

Do you feel like you keep your staff up to date with all the good and bad news?

Yes, that is one thing that we do here, we are very honest with each other, and we feel that everything we know, they should know to. So there's nothing that they shouldn't know, and the more they know, the more they will learn, and the more they'll become more responsible, which makes our lives easier, but obviously gives them the chance to develop.

Explanation of management activities list:

Key management activities

- Establishing vision/strategy **YES**
- Planning **YES**
- Setting local objectives to contribute to achieving organizational objectives **YES**
- Monitoring and Managing the local, national and international environment (PEST/LE) (M2 said this was more the GM)

- Implementing **YES**
- Balancing efficiency, effectiveness and equity **YES**
- Developing organisational culture
- Organising **YES**
- Understanding what customers value, understanding what societies value and reflecting these in the organisation's values and behaviours **YES**
- Devising structures and systems to optimise effectiveness and efficiency **YES**
- Controlling **YES**
- Practicing Emotional Intelligence, acting intuitively. Mindfulness. **YES**
- Developing/empowering employees **YES**
- Leading **YES**
- Recognising human nature of business relationship – coaching, mentoring, counselling **YES**
- Applying new technology **YES**
- Learning **YES**
- Communicating **YES**
- Managing change **YES**
- Connecting people **YES**
- Practicing Diplomacy
- Finding competitive advantage
- Disseminating information **YES**
- Writing reports, memos, instructions, guidance, procedures **YES**
- Improving strategic thinking
- Making decisions **YES**
- Discussing issues, consulting **YES**
- Creating excellence **YES**
- Allocating and managing resources and getting the most from limited resources
- Problem solving **YES**

- Modifying national cultures in multinational corporations – ensuring cross-cultural understanding and teamwork and managing diversity **YES**

- Negotiating (upwards, downwards and sideways) **YES**

- Taking part in and leading meetings **YES**

- Developing learning and knowledge in the workplace **YES**

- Dealing with conflict **YES**

- Representing the team/section/organisation internally and externally **YES**

- Recruiting, Selecting, Appraising, Disciplining and Dismissing staff

- Encouraging creativity and innovation and entrepreneurial activities. **YES**

- Defining tasks and allocating people to tasks **YES**

- Measuring and Evaluating activities

- Taking responsibility for successes and failures in area of work **YES**

- Marketing

- Ensuring compliance

- Managing risk **YES**

- Selling **YES**

- Thinking – BEHAVIOUR OR SKILL? **YES**

- Breaking down barriers and encouraging collective support/collaboration **YES**

- Environmental and energy cost reduction

- Self awareness – BEHAVIOUR OR SKILL? **YES**

- Supply chain management

- Financial management

- Health & Safety/Safety & Hygiene **YES**

And skills and knowledge?

I think being a people person is key as well. If you're not able to ==communicate well== with your staff, or the guests even, then I don't think you'll go really far, but that's the main skill I would say, everything else can always be learned. If you're ==adaptable==, you can always develop other things, but if you don't have the ==person skills, the customer service== then I think, well, obviously you can develop it, but if you don't put that into your daily routine, then I don't think you will be as successful as others.

How important do you think it is to have specific knowledge of the hospitality area to be a good manager?

Oh yes, you need a lot of knowledge, again it goes with other experience, so obviously, being in the industry helps you with the experience, but this is why a lot of people say that you don't become a manager straightaway, you build your way up. You have to work your way from the bottom to get to the top really, so just having an understanding of what everyone's job role is, how things can be achievable as well, within the hotel, understanding how things work, this is why we do an induction, when we start, so no matter what your job role is, you still work in every department for a day, just to see how they work and what the procedures are, and just, you know, how the hotel works all together. Because, you know, you might have one job role, let's say you've become a waitress in the restaurant. Just being a waitress in the restaurant obviously is not the main goal here, it's how our hotel runs in general, so it just shows the opportunities you have for development in the hotel.

So what we're saying here is that I, for example, with management experience, we're saying that I couldn't come and be a manager here?

I wouldn't say that, I mean obviously having been trained, and you've looked into management… so you would be able to have that knowledge already, and then you'll have to work on the other side, which is how hotels run, what the procedures are, what the staff do, why they do it, but obviously everyone has different ways of learning, and everyone has different skills, so I think… being a manager doesn't necessarily mean you have to have experience before, but you have to have some sort of experience, either or and then the

<div align="right">xxx</div>

other half, the other skills you don't have will have to be developed into it as well.

And pretty damn quick?

Yes.

There is an argument that there's two sides: the management side and the hospitality side. So, exactly as you just said, can you learn one and then the other, does that work? Of course how the industry tends to work is that you're learning as you go along aren't you, and climbing up the ladder. Hospitality is, I think, a bit different, from a lot of other places, where I think you can move in as a manager into another area, and I am curious, I don't know why that is?

It's a bit of a strange one to be honest, but I think, it's… in the hospitality industry, there are a lot of places where, if you've studied being a manager, you can just go into that job role, but in hospitality, it's a bit more than that.

What's the 'more'?

I think it's again about customer service, to do with the staff, to do with how, you know, the hotel runs in general, and you have to have that, I can't put my finger on it, but it's having that variety of knowledge of the whole hotel, of how things work, because there's so much going on, as a manager you should be in control of everything beneath you, everything around you, everything above you as well, which is why, like I said, we tell everyone everything, that managers shouldn't just know one thing, it does get passed on and people do develop, so it's weird that it works like that…

But…I'll have to see I guess, as I talk to more managers, but you do have responsibility of the whole hotel.. whereas an Accounts Manager would just look at the accounts. Oh well, I don't know (laughter)

Moving on to questions about training and development…

Did you work your way up from something in particular?

About six years ago, I started off in concierge, then moved into reception, then I was a shift leader, then I moved as a Duty Manager, and I've been a Duty Manager for three years at a previous hotel, and I've actually just started here, for two months. So slowly and gradually, you move hotels and you move your way up as well, developing.

So you did go from what I'm calling a 'specialist' (front of house, reception, real customer service) up to being a manager. Was there a point at which you thought (when you took on management responsibilities) these are the skills I need to learn…

I think when I first started as a Shift Leader, I think I found it difficult to delegate, I found it difficult to be in control, because before we were working as a team, everyone was equal, but becoming a Shift Leader you have to ==take control, put your foot down but do it in the nicest way and get along with your team as well==. So I found it a bit difficult, I didn't really know which way to go, but then working in the industry, you sort of know, well, what made me happy when I was a receptionist, what would I like to see from my Shift Leader, and then, putting in, another point of view, and then putting that into consideration.

So it was about putting yourself in another's shoes, delegation, moving away from being part of the team to actually being in charge of the team…so that was your transition to management.

So, if we know what management is… how would we train and develop people to be managers… what sort of training and development would you like? What did you like then? How do you learn?

I would say that you learn from the experience you've had already, but when it comes to training, obviously knowledge which you did know in the past but you currently don't know, helps you in the future as well. For example, we should know what our General Manager is doing and what his plans are, what his meetings involve and their plans are for the future, what the Head of Department is thinking for F & B. You know, at times people think that the Duty Manager doesn't need to know what the HoD for food and beverage is

going to be doing for the next three months, but still we have that knowledge and it sort of spreads your image in the hotel and you have that experience…

So you think you should know that sort of thing?

Yes, you should know that sort of thing. You should be aware of what the plans are for the future and that gives you a good opportunity to develop, because then obviously you have your own personal opinion, it's the right or the wrong thing to do, or if you have other ideas, and that's something that they do here. They strongly believe that if you do have a good idea, and they are put through, people do listen, managers do listen, and they do take it on board. And they actually convince you that if you do have any ideas, to put it forward, and if it's successful, then obviously you'll be rewarded for it.

So if we're talking about wider knowledge, how would you get this? Would it be going into meetings, shadowing somebody?

Yes, shadowing somebody, going into, for example, the Heads of Department meetings to get a better understanding of why we do things, why procedures are in place. In my opinion, that's the sort of training I would prefer.

Do you have time for training?

Sometimes yes, sometimes no, it's finding the right balance again. Time management, something we all need to do.

But you think it is important.

Very important, definitely.

I think everyone's going to say that!

But it's also about prioritising, it's sometimes priority and it's about putting it first.

There'll be certain times of year when you need to know more… seasonality, what's going on…

Transcript 15 – Manager 8

Hotel 3

25th August 2015

Explanation of thesis.

What and who do you manage?

I manage the in-room dining department. In-room dining is essentially room service, only we add an element to the service that we provide in the rooms. So essentially a guest dines in their own room but we, instead of just bringing a trolley into the room and letting the guests sort themselves out, we set a table for them, we have a conversation with the guests, we offer to open up a bottle of wine and do the service for them. We do all the elements that you'd expect in a restaurant, but then in the privacy of their own room.

And are you managing quite a few staff then?

I, well, no, not really, I manage about 10 in-room waiters and supervisors.

So there's a manager, a couple of supervisors?

There's myself, with an Assistant Manager, and two supervisors, and then the rest is in-room dining waiters.

So then if we go back to management and being a manager. What does it mean to you. What is a manager what is a manager to you?

Ermm, I guess in essence, the manager is in charge of the day to day operation. I mean, going down to more of the dry stuff, it's keeping your financials in control, keeping your headcount under control, doing the scheduling, rotas, and then from an operational point of view, constant communication with all the departments, to make sure that your department has all the information you need in order to provide the service that you're required to, to the guests and to other departments as well. Yeah, you're basically the link between your own department, and the entire hotel, and all of the managers around.

What makes a manager good, and what makes a manager bad? What would you expect to see a manager doing, and not doing?

I'd expect a manager to be involved as much as possible in the operation, have a ==very good understanding of what's needed on a day to day basis and what's expected of the staff== and ==be very reasonable with what's going on and what's expected of the staff and to defend the team== when that's necessary and make sure that ==there's a harmony within the team and within the departments==, I think.

How physically are you based, do you have a room for all of your staff?

As an F & B operation, you know, it doesn't matter where you're ranked in hospitality in my opinion, it's always going to be a physical job. However, I moved over from the Mirror Room, which is one of the hotel restaurants, my job is not as active as it was in the Mirror Room as you're on your feet all day looking after the guests. In this case I'm sitting more at a desk doing order-taking and doing a lot more coordination through computer systems and such and telephone calls and everything.

And are your staff based in the restaurant?

We are literally a separate department, so we're based down in the basement, one level up, one level underneath the kitchen but right next to the lifts and we have our little pantry so to speak and we sort ourselves out there and we have the.. through the lifts and up to the rooms. But it's our own little section, our own little corner, with our own little office, which stays quiet so we can take the orders of guests.

So we had what do you think makes a manager good, so there was a sense of harmonising as well as dealing with all of the demands that come across. So what would a bad manager look like to you?

I suppose a bad manager would be ==negligent to the needs and wants of his staff. Very demanding but not necessarily giving==. You know. In the right ratio. I would almost say a bad manager is a ==selfish== manager. ==Thinks for himself. Thinks for their own development, which is good, but not necessarily as much==

==for the rest of the team.== So you sort of ==lose contact or lose that connect with your entire staff and puts the entire operation of your department at risk because you can't, you don't have the trust of your employees.==

What do you think makes you a manager as opposed to an employee, what's the difference in behaviours.

Can you rephrase that?

What are the characteristics of a manager that are different from the characteristics of 'just' an employee?

I've mentioned this ==to a lot of my own associates. If they want to move up, to move into a managerial level, it's not a case of taking on a different set of responsibilities, it's taking on additional responsibilities.== As a waiter, you're a little lower in the rank, you're more an operator so to speak, you can take an order, you get it done and you report back and you carry on with your daily duties, but as you move up the ranks, you're going into supervisory and managerial roles, you're still there to take orders, maybe from higher ranks, but you're, you know, you've taken responsibility of a team of individuals that need direction and that role becomes all the more important, and that, yeah…more responsible really, because you're essentially looking after more people.

So, that's an interesting way you were putting it. So, is it like layers when you become a manager. So here, you're looking after one task, when you become a manager you're looking after the tasks and the people?

Yes, exactly. There's more ==coordination== involved in my opinion, there's more ==communication== skill needed, and a broad range of skills ranging from being able to supervise, being able to communicate, coordinate and…err.. yeah.

Do you like being a manager?

Yes, I do.

What is it about it that makes you like it?

For me it's more, you know working with the team and getting things done together, and then going home and working off your to do list and checking things off, also, more enjoyable is having that constant ==communication== and ==working together, not just with your own team, but with other departments to get things done.==

How would your behaviour show that you're a manager?

Errm, my behaviour, I would say first of all, ==accepting responsibility, taking it, taking ownership of items, errm, defending my own associates when appropriate== and if I feel the need to, errmm, and err, yes, I think that just a higher level of maturity as you go through the ranks as well.

What do you need to do your job well as a manager. What do you need from those around you?

Errm, yeah, do you need a list of names, of words.

Maybe what other people are doing for you, it might be softer things rather than a list of resources.

Oh, well it might be such things as commitment, punctuality, ==the trust, which goes both ways. I trust my associates to do a job,== to go up to the rooms and do a service, as per standards. I don't go up to every room to supervise them, so I need to give them that kind of trust. Errm, and then obviously I want my associates to ==trust me== and they should know that I keep my word in doing things for them, you know, like little things like promising them days off or promising them ==certain development== paths that we've discussed and such. I expect, for my sort of team, I would say I need well organised people who are able to plan their tasks and be multi functional, multi tasking.

It's interesting because you can't see them up there can you. In lots of jobs you can see them on the shop floor or at the front desk.

Yes, it's probably the biggest difference I've encountered from being a restaurant manager, as a restaurant manager you can see everything that's going on on the restaurant floor. Here, you're relying 100% on the associates.

So that level of trust has got to be higher, because it's untestable isn't it, unless you get complaints, which you don't want.

That does happen, very rarely, because of service, most commonly because we may have forgotten one or two items of an order, a salt, or a side dish or something, I don't think we've ever seen a service complaint.

I have a list of management activities. This list comes from trawling through the management literature. These are supposed to be key management activities, please say whether you do these in your job. You aren't expected to do them all.

- Establishing vision/strategy x
- Planning x
- Setting local objectives to contribute to achieving organizational objectives x
- Monitoring and Managing the local, national and international environment (PEST/LE) x It is something the company believes in very strongly, so yes, we do.
- Implementing x
- Balancing efficiency, effectiveness and equity x
- Developing organisational culture x
- Organising x
- Understanding what customers value, understanding what societies value and reflecting these in the organisation's values and behaviours x
- Devising structures and systems to optimise effectiveness and efficiency x
- Controlling x
- Practicing Emotional Intelligence, acting intuitively. Mindfulness. x
- Developing/empowering employees x
- Leading x

- Recognising human nature of business relationship – coaching, mentoring, counselling x
- Applying new technology x
- Learning x
- Communicating x
- Managing change x
- Connecting people x
- Practicing Diplomacy x
- Finding competitive advantage x
- Disseminating information x
- Writing reports, memos, instructions, guidance, procedures x
- Improving strategic thinking x
- Making decisions x
- Discussing issues, consulting x
- Creating excellence x
- Allocating and managing resources and getting the most from limited resources x
- Problem solving x
- Modifying national cultures in multinational corporations – ensuring cross-cultural understanding and teamwork and managing diversity x
- Negotiating (upwards, downwards and sideways) x
- Taking part in and leading meetings x
- Developing learning and knowledge in the workplace x
- Dealing with conflict x
- Representing the team/section/organisation internally and externally x
- Recruiting, Selecting, Appraising, Disciplining and Dismissing staff x
- Encouraging creativity and innovation and entrepreneurial activities. x
- Defining tasks and allocating people to tasks x
- Measuring and Evaluating activities x
- Taking responsibility for successes and failures in area of work x
- Marketing less of that

- Ensuring compliance x ensuring compliance with company standards
- Managing risk x what sort of risk are we talking about? **A good question, there's the H & S risk management side of things, reputational risk** – yes
- Selling x order taking but not proactive and some suggestive selling of the smaller kind
- Thinking – BEHAVIOUR OR SKILL? x
- Breaking down barriers and encouraging collective support/collaboration x
- Environmental and energy cost reduction not as much, but yes, something we're working on
- Self awareness – BEHAVIOUR OR SKILL? x
- Supply chain management not much – I don't really have much contact with my suppliers, it's more of a purchasing thing but I am in constant talks with our purchasing team to make sure the product is right. **Perhaps you have influence rather than 'doing' it?**
- Financial management x
- Health & Safety/Safety & Hygiene x

Is there anything that you don't think is on there that you do?

You've pretty much covered everything.

In time in my research I might have a list of skills and knowledge, but for now, do you think there are certain skills/knowledge that you think are essential to do this job?

As a manager? Errm, difficult to say, I mean, with my sort of background, I don't necessarily have University degrees and such. I grew to a manager level through the experience I had and the time I gave myself to learn from the bottom up so to speak. Essential skills, I think more importantly using your senses is probably the most important thing for a manager: to listen actively, to watch, and being aware of what's going on around you, and being intuitive,

Straight in there you said that experience has…

Well, experience has helped me develop my intuition for example.

Interesting, how important do you think it is to have specific knowledge of the hospitality area to be a good manager in hospitality?

Well, with my background I think it's very important, absolutely. I know for a fact that there are many people who step into hospitality into managerial levels and do a great job, with other kinds of backgrounds, that helps a lot. I think for me, coming from an F & B background, if you want to manage in the food and beverage area, I would say you need the basics, not just for your own confidence and for your own understanding of what's needed, but in order to gain the trust from your colleagues as well. I believe in any sort of operational field, let it be a ship, let it be in shipping when you're captaining a ship, or you're Sergeant of a platoon in the army and such, you only gain respect by showing how you've risen, how you've been in the same situations as your other employees have.

That seems to be what's coming across, that that respect is built on you knowing that your manager can do what can do, and in fact would step in if required.

Another part of this research is, if we recognise that managers need certain behaviours, skills and knowledge, then we should be able to train and develop them. What training and development have you found most useful to get you to the level of management you are now?

Ermm, well for one instance I think my internship in Germany helped me the most. I did a three year apprenticeship in a hotel, which took me through whole aspects of the food and beverage operation and it was in an environment that was very strict, very standards based and mistakes are made, but you learn a lot from this kind of environment, so that kind of apprenticeship system I found added a lot of value to where I am today.

Otherwise, I mean, what strengthened me as a manager was, I would say, development on the financial side, and then going on to learn the people side of things, ==understanding them, talking to people, and being sensitive to others' needs.==

And how did you learn that, is that through experience or various bits of training?

I would say that the majority of my learning was probably learning by doing, but I have been through various courses which have given me lots of tips, but essentially, probably because of the nature of who I am, I learn a lot by my own mistakes and by my own observations.

Again, there are loads of different theories of training and development and of course it's probably going to be personal isn't it, but there does seem to be this idea that you might get the tips and the ideas from training courses, but the doing, the making mistakes, the sharing with people and the talking to other people is quite strong.

I think what's really important is to have a mentor, or to have someone who you can compare to or look up to or, not necessarily to take verbal tips from but to take nuances of what you like to be like from that person.

And you've had that have you?

Well I still have that. I still think back to that manager I had back in Germany and I say, you know what, I really like the way he used to do things and I take things from that, I like, I want to do it the way he did it because it always worked for us. But on the other side you take bits from other managers who you thought weren't doing a good job so you learn from the negative aspects as well. You take bits and pieces and you might say 'I don't really want to be doing what you're doing, because it had very negative effects on my associates.

And what were those negative effects?

Unhappiness, generally dissatisfaction at not being included, being left behind or not following through with promises, or, being negligent to needs and wants and simply not showing that you actually care enough.

Is there anything you would like to add?

It was an interesting set of questions, it made me think.

Gave card etc.

M8 is half German/half Belgian, speaks four languages.

Appendix 4: Stage 1 Study - Counting/Sorting of Coded Responses

– Good Management

Characteristic/Activity	Manager participants who pointed this out	Employee participants who pointed this out
Leading/leadership	1	1
Remembering all the little things that people were/are doing	1	
Having a good working knowledge of what we're doing, knowing what the tasks are and what the products are	3, 7, 8	1
Being involved with staff/knowing at all times/knowing what's going on	3, 8	3
Guiding the team	4, 5	7
Checking	4	
Being positive	1	
Empowering people/getting people to think on their own/encouraging independence	1, 9	1, 2, 3, 6
Never questioning employees' decisions once made and acted	1	

on		
Dealing under pressure/keeping calm/coping	1, 3, 7	4, 6
Thinking in a different way	1	
Flexibility, knowing that there are different approaches to things. Adaptability.	2, 7, 9	
Keeping an open mind/having a broad mind	1, 9	
Dealing with emergencies	1	
Trusting employees	1, 8	
Getting the trust (respect?) of employees	3, 8, 9	
Encouragement	1, 5	1
Support/Helping	1, 2, 4, 5, 9	1, 3, 4, 6, 7
Reassurance		
Getting alongside employees	5, 9	1, 7
Being close to staff, professionally and/or personally		2, 7
Telling employees when they're doing something wrong promptly, constructive negative feedback	1, 4, 7, 9	1, 3, 6
Giving honest feedback	1, 5	1, 3

Saying thank you/well done/being appreciative/giving positive feedback	1, 5, 7	4, 6
Splitting time between task, team and individual	1	2
Resolving issues/problem solving/dealing with difficult situations/making decisions	1, 2, 3, 7, 9	2, 3, 4, 6
Thinking/Thinking ahead/Deliberating/Investigating/ understanding the challenges	1, 3, 4, 5, 8	3, 4
Developing employees/staff/encouraging their development/training	1, 2, 4, 5, 6, 8, 9	1, 2, 3, 4, 5, 7
Challenging staff		1
Communication skills	1, 2, 4, 8	1, 3, 5, 7
Having an open door	6, 7	1, 2, 4
Involving staff	4, 6, 7	1, 5
Being someone to talk to/Listening/allowing interaction	3, 4, 7, 8, 9	2, 3, 4, 5, 7
Giving your staff a lot of time	3, 4, 5	5
Being honest	5, 9	
Being open	5	

Being transparent		2
Working as a team with other departments	1, 5, 6, 7, 8	5
Promoting teamwork	8	5, 6, 7
Getting the best out of the team	5, 8	
Leading by example/being a role model	1, 3, 4, 5, 7	5
Being organised/organisational skills	1, 2, 3, 5	1
Starting and finishing on time/time management	1	3, 5
Asking for feedback	1	
Knowing how to manage each person (different styles of management)	5	1, 3, 6
Knowing each member of the team's capabilities/understanding each member of the team (including different cultures)	5, 7, 9	6
Motivation/Motivating	4, 5, 7	1
Keeping staff informed of what's going on, seeing how their jobs contribute to the overall work of the organisation. Promoting	2, 5	1, 2, 3

sense of ownership		
Knowing the industry/looking externally	5, 6	1, 3
Patience	6	2, 3
Attention to detail	4, 5	2
Personable	3, 4	2
Understanding/Understanding language and behaviour (including different cultures)	5, 6, 7, 8, 9	3
Empathetic/Sensitive to others needs	7, 8	3
Being fair/treating people equally	4, 5, 7	3, 5
Being responsible, more responsible than employee, accepting responsibility	2, 3, 6, 8	5
Knowing how to handle things the 'right' way/ability/experience/knowledge? Judging situations, using instinct	2, 4, 5, 7, 8	5, 6
Seeing other points of view	2	
Taking control	2	
Dealing with conflict	2	
Going the extra mile	3, 4	

Always ready to take action/responsive	3, 7	5
Passionate	3, 4	7
Smiley	3	
Being strict when necessary	3, 4, 6, 9	7
Being down to earth/not being superior	4, 6	
Being confident	4, 6	
Being self-aware	4	
Being charming	4	
Focussed	4	
Strong and fast administrative skills	4	
Getting the best out of self	5	
Improving morale/making sure people are happy	5, 6	
Coordinating (team members, rotas)	6, 8	6
Getting results	6, 8	
Relationship building	6, 7	
Planning for the future	6	

Being self motivated	7	
Hard working		7
Defending the team	8	
Caring for your staff	9	
Being nice	9	

Red – Contra-indications – Bad Management

Characteristic/Activity	Manager participants who pointed this out	Employee participants who pointed this out
Micro-managing	1	
Always wanting to know where each person is all the time.	1	
Not taking notice of external impacts		1
Purely task orientated	6, 7	2
Being moody		3
Gossiping about others (in team)/playing team members off against each other		3
Being rude/not nice		3
Being too soft		3

No appreciation/not caring	8	3, 4
Lack of control of staff or situation	2	6
Being aggressive/angry	2, 3	4
Shouting	2	4, 6
Allowing stress to show	3	4, 6
Lack of self confidence	4	
Having an ego	4	
No clear goals	4	
Lack of interest	4	
Complaining	4	
Putting pressure on staff (linked to allowing stress to show/not being able to handle situation)		6
Just sets rules that need to be followed	7	
Cold, distant, disconnected	8	7
Only thinking of own goals	8	7
Negligent to needs of staff	8	
Demanding and not giving	8	

Excluding certain members of the team	8	
Not following through with promises	8	
Blaming	9	

Appendix 5: Stage 1 Study - Training and Development

Categorisation	Coding	Manager 1	Employee 2	Manager 2
Some skills cannot be taught.	Leadership is a mindset. Personality. Charisma is persuasive. People person. Communication.	You can teach people management but not leadership, it's a mindset.	It's more about personality as well. I think it's about charisma. Some people have that, automatically, and you do have respect for them, automatically, you want to do something for them. You want to do your best for them, even if they don't ask you.	I think being a people person is key as well. If you're not able to communicate well with your staff, or the guests even, then I don't think you'll go really far, but that's the main skill I would say, everything else can always be learned.

			It's just personality.	
Application Workplace Learning	Real world application is important. Real world learning from workplace is useful (shadowing, debates and discussion, cross-property training).	It's one thing to go to university and be taught lots of different theories etc. in class… but it's another thing to carry it on/out (theory needs to be applied)		Yes, shadowing somebody, going into, for example, the Heads of Department meetings to get a better understanding of why we do things, why procedures are in place. In my opinion, that's the sort of training I would prefer.

		We had some really good debates (past training and development identified as good).		
		On the job training and development is also very important.		
		Spending time at different properties.		
		Manager 3	**Manager 4**	**Manager 5**
Some things cannot be taught. Application. Trial and error.	Real world application is important. Some things come naturally.	.. after the Master's degree you go straightaway in a management position, there's a big gap, because you are really good at	it comes naturally.	help every individual to see the clear picture of what is it, how to apply it,

| | Trying different things. | paperwork and computer skills, but you don't know what's going on, and this is really important. | | probably share it, so 'I've done this in my life, it helps…' so those examples would make them very comfortable and maybe think differently, what he or she has done this way, so do it this way and let's see how the response is, or we maybe follow this way, and see the response, the reaction from the team and then, if |

				I do it that way, what would be the response?
Workplace Learning. Role of externals. Trial and error.	Real world learning from workplace is useful (cross-property training, cross-industry training). Formal training is useful. Intellectual challenge. Trying different things/trial and error.	Actually I love to go round to see different properties, because you go in a new property with fresh eyes because you've never been there before, and then it's 'oh look at that… how they're making the bed, what they're putting in the water..new ideas.' But I enjoy a person who trains me. Who trains me personally, a trainer. A brain trainer. And I love it	We can organise cross training, once you're working in a company and you know that you lack in a lot of things, cross training in different companies will help him to build his confidence and come back saying, okay, so I know I'm working here, but I've seen a couple of	Absolutely, I do things from my background, what I have experienced, it doesn't mean it is right, it doesn't mean it is wrong, that's a way. It's better to have people round a table and they might say 'I haven't tried that,

		to do kind of group work, when we have a personal trainer.	places how they work and always they're learning.	I might try that…'.
Some things cannot be taught. Role of externals.	Passion. Personality. Mentoring, use of role models.	This manager talked a lot about someone having the attitude, potential and passion for management – a personality trait.	Self research is important, if you want to become a leader, you have to dig out information saying who is the best leader. How does he think, how does he react, how does he act, and then companies support the person in going for the right training, leadership training, leadership	

			thinking/training, management development programme where it specifically has a lot of mentoring and coaching in it, and that will help the person to become more and more evolved as a leader.	
Role of externals.	Learning from others' experience.		I think for me the environment doesn't matter, as long as the content of it is… and the person is very outspoken, and	

			the person who does the training should be knowledgeable, should give specific examples, and if that is given, and how does that person do it, and what is his experience, you know, in terms of sharing that, that makes a big difference,	
		Manager 6	**Manager 7**	**Manager 8**
Workplace Learning. Somethings cannot be taught.	Learning from experience. Natural skills: confidence, patience, 'just know how to	I think it goes back to experience. Is it knowledge versus experience, it comes	For myself, visual, I need to highlight things, I need to	I would say that the majority of my learning was

Application. Trial and error.	deal with people', Trying different things. Learning from others' experience and examples. Trying different things/trial and error.	back to experience. Some people are naturally confident, they're naturally patient, and sometimes they just know how to deal with people and difficult situations. Those who don't, it's like training, you can tell them the best practice, you let them go through it, and analyse it afterwards, and from that experience, that's the only way to teach us.	write them down, I need to see them, I need to relate to them. It helps me if people give personal examples so I can relate to it visually.	probably learning by doing, but I have been through various courses which have given me lots of tips, but essentially, probably because of the nature of who I am, I learn a lot by my own mistakes and by my own observations.
Workplace Learning.	Experience.	. I think it does come down to experience. But we have		I think what's really important is

| Application. Role of externals. | Good tips from externals for application. Role of mentoring/externals. Application of formal training. | a lot of courses, there's constantly something coming up, specifically for people who are in that interim period, that deal with performance management, dealing with conflict…dealing with difficult situations. So you give them materials, you put them the experience, and hopefully they've got the background book knowledge to go along with it. And everyone has different management styles, so it's possibly about finding your own management style. How | | to have a mentor, or to have someone who you can compare to or look up to or, not necessarily to take verbal tips from but to take nuances of what you like to be like from that person. |

		you want to be as a manager. How you want to handle a situation.		
Workplace Learning.	Real world learning from workplace is useful (learning from other managers, good and bad)			I still think back to that manager I had back in Germany and I say, you know what, I really like the way he used to do things and I take things from that, I like, I want to do it the way he did it because it always worked for us. But on the other side you

				take bits from other managers who you thought weren't doing a good job so you learn from the negative aspects as well. You take bits and pieces and you might say 'I don't really want to be doing what you're doing, because it had very negative effects on my associates.

Appendix 6: Stage 1 Study - Manager as Learner

Categorisation	Comment
Always learning.	'I think there's always room for improvement and development' (Manager 1)
Change. Fast. Up-to-date.	' you have to keep up with changes that are happening outside and in the industry. Because it's so fast-paced, you definitely have to keep up to date with what's going on, and keep your skills up to date as well.' (Manager 1)
Up-to-date.	I think it's really important to be up to date. (Employee 1)
Always learning. Trial and error.	Every day there is learning how to manage people, how to manage situations. We do mistakes, it's really appropriate (?) to make mistakes, but it's important to learn from mistakes. (Manager 3)
Always learning.	'A good manager is somebody who is really focussed, who wants to do a lot of new changes, who wants to

	develop constantly..' (Manager 4)
Change. Always learning.	,Absolutely, everything is always changing, every day is changing, the economy is changing every day, so there a lot of huge impacts…so… despite not having enough time, and there was a newsletter subscribed to my email I always get those messages coming to me, and sometimes you see, oh, very useful, and sometimes, oh, that's fine…don't need that. So, I agree every day is a learning day. I would still learn …there is a lot of learning for me I think, and I believe, day by day.' (Manager 5)
Exposure to Difference.	I think the more you're exposed to different departments and different scenarios, the faster you learn and develop. (Manager 7)

Appendix 7: Stage 1 Study - Responses - The Universality or Specificity of Management

Coding	Comment
No specific knowledge needed. Transferable or management skills are important. You can learn on the job.	'I don't think you need to have any knowledge of any hospitality area to become a manager, I really don't, in the hospitality industry. I think it's more having the skills, because you can always learn on the job things…' (Manager 1)
Specific knowledge needed. Working knowledge needed.	'I think it's key to have a good working knowledge of what we're doing' (Employee 1)
Specific knowledge needed. Need to understand the hospitality industry including competitors.	'I think it's really important (to have specific knowledge of the hospitality area), because it's quite a niche market, it's not as if it's like, sales. Well, it is sales but it's not clothes or food or something, it's not tangible, and it's really important because we have to keep in touch with what our competitors are doing, and if you don't understand the hospitality industry, then without knowing, you wouldn't quite understand'

	(Employee 1)
No specific knowledge needed. Personality is important.	'I think it's not necessary (to have knowledge of the hospitality area) I would say, I think it's more about the personality as well, I would say.' (Employee 2)
Specific knowledge needed. Need to understand the hospitality industry, including rates.	'It is really important basically, because, from my side, because obviously my manager is the Revenue and Reservations Manager, so we always need to know what's happening in the hospitality industry, like general, everywhere, and specifically in our area, because obviously our job is to maximise the revenue, and my Revenue Manager is updating our rates and updating us, with what's happening' (Employee 3)
Specific knowledge needed. Experience needed. Management knoweledge and experience is important. You need to know how things work in the hotel. Specific knowledge is	'Oh yes, you need a lot of knowledge, again it goes with other experience, so obviously, being in the industry helps you with the experience, but this is why a lot of people say that you don't become a manager straightaway, you build your way up. ' (Manager 2) **So what we're saying here is that I, for example, with management experience, we're saying that I**

needed for control.	**couldn't come and be a manager here?** I wouldn't say that, I mean obviously having been trained, and you've looked into management… so you would be able to have that knowledge already, and then you'll have to work on the other side, which is how hotels run, what the procedures are, what the staff do, why they do it, but obviously everyone has different ways of learning, and everyone has different skills, so I think… being a manager doesn't necessarily mean you have to have experience before, but you have to have some sort of experience…' I think it's again about customer service, to do with the staff, to do with how, you know, the hotel runs in general, and you have to have that, I can't put my finger on it, but it's having that variety of knowledge of the whole hotel, of how things work, because there's so much going on, as a manager you should be in control of everything beneath you, everything around you, everything above you as well,
Specific knowledge needed.	100% of course. (Manager 3)

Specific knowledge needed. Specific knowledge is specific experience. Specific knowledge is needed to answer staff questions. You learn how to do your job, then how to manager.	I think it is very important, because if the manager knows his job well, if he is trained properly, of course you will go to him, you will ask any questions and he will give you an answer. That is how it is supposed to be. I don't think it is good, for example, if there is a young person as manager, because he isn't that experienced. He or she, they didn't have that experience. So they are supervisors, they are managers, but they haven't done some steps before, like for example, if you want to be a supervisor, you have to learn how to first do your job, and then how you can supervise. Because first of all you have to learn how to sort some problems, and if you have some questions, like to you from your staff, so you can easily answer, not like 'let me think what I have to do or let me ask someone who can help me'. That's important. (Employee 4)
Specific knowledge needed. Very important.	It is the most important thing. (Employee 5)

Specific knowledge needed. Very important. Hospitality managers are different (people skills).	'Very important. I really think that, if, you can't ask a banker to come and work in a restaurant, simple as that..**Why not?** It will take time, hospitality is all about that natural connectivity and finesse of the person. People skills are really important for a manager in hospitality (Manager 4)
Specific knowledge needed. Specific knowledge needed for trust and respect. Active management/knowledge important. Specific knowledge needed for independence and to train others.	'In my opinion, I cannot trust anyone if he doesn't have any clue what's going on. How can I trust him and if I don't trust him, it's very hard to respect someone who doesn't take actions. It's difficult to trust someone like this. You cannot respect someone who's not in charge of the situation. I think if I have a manager who does not have any idea about hospitality, he will somehow, he needs us. No, he will be… he depends on us too much. So if he's depending on us, then I cannot look at him as a manager, you cannot leave your staff to have more knowledge than you. I think so. Because we have trainings, a lot of … if I can improve as a simple waitress, then I'm expecting someone in charge to give me this training and to explain

	me more, to know more about this…otherwise I will have his job, no?! You cannot respect someone if he's depending too much on the waitress. Okay it's good to… I have told you already, we are empowered to take actions, but sometimes the people need to see someone in a black suit. You know what I mean.' (Employee 6)
Specific knowledge needed, including property management systems. Specific knowledge needed, including local knowledge, reservations, marketing.	'I think to be successful and also to be a good leader, I do think it's important that there are specifics in knowledge for property management systems perhaps and the knowledge about what's happening in London, general knowledge about what's happening, that can be shared to the team. Last and not least is reservations and revenue, that side of it is also very important. We generate more than 70% of revenue – is coming from rooms, so the knowledge of that understanding in those segments, marketing aspects, is very important.' (Manager 5)
Specific knowledge needed.	'I think it's vital. Ermm, and a lot of that comes from experience. I

Specific knowledge comes from experience. Specific knowledge/experience needed to prove you've paid your dues.	think a lot of the hospitality management programmes at schools these days are teaching the wrong thing. They're teaching that…well, it's called hospitality management, and you get a lot of people coming out of universities these days with a programme, they're coming to a hotel and going, right, I'm ready to be a supervisor. No you're not, you need to do the ground work, pay your dues, work your way up and show that you know how to deal with certain situations, because from those situations, you then use that experience to become a supervisor, to advise people how to deal with those situations, and you know from experience. You can learn that from a book, but it's not the same, and I think nowadays people are just expecting to become a manager because they've studied hospitality management, but in this circumstance, you just can't get enough knowledge to…but that depends on what level of management you're at. I think, Executive Committee and higher,

	not necessarily, I mean a Managing Director, you wouldn't expect to know how to input a reservation or use the booking system necessarily, because he's got people who do that, or he'll find people who do that. He probably doesn't know how to… because he doesn't need to. He needs to know how to manage the Exec Team so that when he reports to the owners, he's got something good to show, so…(Manager 6)
Specific knowledge needed, including management of different cultures. Specific knowledge needed for credibility.	'Very important. It's just a very special industry. **So you couldn't imagine, say me, coming in tomorrow, as your manager?** No I'm sure… Me personally, the job itself, the tasks are not that difficult for myself. Because I have an academic degree and all that, so the tasks as such, I can complete them in no time. Last week I had a sick call, so I had to complete the tasks as well as my own and x was absent. So if you have that experience of working in a big company for example, you can manage the tasks. What you might not know is how to deal with the different cultures and how to

	address things to different people, because of the way they perceive you, because they might say 'oh you've never worked in hotels', or they might challenge you, and that would make it difficult.' (Manager 7) ALSO DISCUSSED STAFF PERCEPTION/CREDIBILITY
Specific knowledge needed including global industry. Specific knowledge needed including understanding of rapid change affecting industry. Specific knowledge needed to impress staff.	You are working in the hospitality industry, so of course you need to have the global knowledge of the industry in general. It's true it is an industry that's constantly changing, the customer, market is constantly diversifying, it's hard to attract a certain business, the rates, the price are so different nowadays, but the manager who knows, who understands how this industry is working, and then is able to transmit it to his team, job done. I mean, there are two successes there. But of course, I think, well I do think x is reading the news because he's always like 'oh, there is a new hotel opening here..' (Employee 7)
Specific knowledge needed, including F & B.	Well, with my background I think it's very important, absolutely. I know for a fact that there are many

Specific knowledge needed for trust.	people who step into hospitality into managerial levels and do a great job, with other kinds of backgrounds, that helps a lot. I think for me, coming from an F & B background, if you want to manage in the food and beverage area, I would say you need the basics, not just for your own confidence and for your own understanding of what's needed, but in order to gain the trust from your colleagues as well. I believe in any sort of operational field, let it be a ship, let it be in shipping when you're captaining a ship, or you're Sergeant of a platoon in the army and such, you only gain respect by showing how you've risen, how you've been in the same situations as your other employees have. (Manager 8)
Specific knowledge needed for respect.	
Specific knowledge needed to answer questions.	You need to have a wide understanding of everything. You need to have a wide understanding of your team, you need to be hands on all of the time, it doesn't matter what it is because that is what they will ask you, you just have to be errmmm, flexible, I mean that's… but honestly I like to

	be friendly with them. (Manager 9)

Participants	Coding	Counting
1.	No specific knowledge needed.	//
	Transferable or management skills are important.	/
	You can learn on the job.	/
2.	Specific knowledge needed.	//////////////
	Working knowledge needed.	//

3.	Specific knowledge needed.	Counted.
	Need to understand the hospitality industry including ==competitors==.	/
4.	No specific knowledge needed.	Counted.
	Personality is important.	/
5.	Specific knowledge needed.	Counted.
	Need to understand the hospitality industry, including ==rates==.	/

6.	Specific knowledge needed.	Counted.
	Experience needed.	///
	Management knowledge and experience is important.	/
	You need to <mark>know how things work in the hotel</mark>.	/
	Specific knowledge is needed for <mark>control</mark>.	/
7.	Specific knowledge needed.	Counted.
8.	Specific knowledge needed.	Counted.
	Specific knowledge is specific experience.	Counted.

	Specific knowledge is needed to ==answer staff questions==.	/
	You learn how to do your job, then how to manager.	/
9.	Specific knowledge needed. Very important.	Counted.
10.	Specific knowledge needed. Very important.	Counted.
	Hospitality managers are different ==(people skills).==	/

11.	Specific knowledge needed.	Counted.
	Specific knowledge needed for <mark>trust</mark> and <mark>respect</mark>.	/
	Active management/knowledge important.	Counted.
	Specific knowledge needed for <mark>independence</mark> and to <mark>train others</mark>.	/

12.	Specific knowledge needed.	Counted.
	Specific knowledge needed, including <mark>property management systems</mark>.	/
	Specific knowledge needed, including <mark>local knowledge, reservations, marketing</mark>.	/
13.	Specific knowledge needed.	Counted.
	Specific knowledge comes from experience.	Counted.

	Specific knowledge/experience needed to prove you've <mark>paid your dues.</mark>	/
14.	Specific knowledge needed.	Counted.
	Specific knowledge needed, including <mark>management of different cultures.</mark>	/
	Specific knowledge needed for <mark>credibility</mark>.	/
15.	Specific knowledge needed.	Counted.

	Specific knowledge needed ==including global industry.==	/
	Specific knowledge needed including ==understanding of rapid change affecting industry==.	/
	Specific knowledge needed to ==impress staff==.	/
16.	Specific knowledge needed.	Counted.

	Specific knowledge needed, including ==F & B==.	/
	Specific knowledge needed for ==trust==.	/
	Specific knowledge needed for ==respect==.	/
17.	Specific knowledge needed.	Counted.
	Specific knowledge needed to ==answer questions.==	/

SUMMARY

15 out of 17 participants thought that specfic knowledge was important. The reasons for this are to understand:

- competitors
- rates
- how things work in the hotel

- people (in a hospitality situation)
- property management systems
- local knowledge
- reservations
- marketing
- the global industry
- rapid change affecting industry
- Food and Beverage

and for:
- control
- answering staff questions
- earning trust
- earning respect
- independence (not depending on staff)
- training staff
- proving you've paid your dues
- management of different cultures
- credibility
- impressing staff

Appendix 8: Stage 2 Study Questions

QUESTIONS – AUGUST 2016

<u>Introduction</u>

My name is Olivia Ramsbottom. I'm a Senior Lecturer in Business and Management at the University of Derby. My PhD study is looking at the essence of good management, looking at four key themes, which will hopefully come out in the questions.

Your input will remain anonymous, although the intention is to name the hotels which have taken part in the overall study (with the agreement of the respective HR departments). Individuals' names will not be needed, although those in a management role or an employee role will be identified as such.

Participation in this interview assumes your agreement to inclusion in the final study, but you can contact me (by email) at any time up to six months after the interview to withdraw your input.

Are you happy to continue?

Any questions at this stage?

<u>M = Manager</u>

<u>E = Employee</u>

<u>Good/Bad Management</u>

M & E: What would you say are the key characteristics of a good or effective manager?

M & E: What would you say are the key characteristics of a bad or ineffective manager?

M & E: You've given me some idea of what makes a good manager and what makes a bad manager. <u>Why</u> are those things important to get right or to avoid?

Universality v Specificity?

M & E: If you think about a manager having general management skills and then specific technical skills, (these being specific to the industry or sector they work in), which do you think are the most important for a manager to have? ==Why?==

M: As a manager, what are the transferable skills you think you could use in any management situation (not in hospitality or spa).

M & E: What's most important to you, that a manager knows how to manage you, or that they know how to do your job?

Manager as Learner?

M: How important do you think learning is in your role as a manager? ==If important, to whom==, ==and how do you show that you are learning?==

E: Is it important to you to have a manager who is always learning? ==If so, what would they do to show you that they were always learning?== ==Or if it's not important, why is it not important.==

M: Do you feel able to keep up to date with what's going on in your sector and in management generally and ==how do you keep up to date==?

M: What strengths do you think that keeping up to date with what's going on in management and/or in the sector gives you.

M & E: Of course it's relatively unusual for someone like me to come in and ask you questions about management and how you're managed or how you manage. Do you ever think about these issues in the course of your daily life and work activity?

Lack of individuality

M: What do you think of when managing? The organisation, you as a manager, or your employees?

M & E: What does your manager put first? Them, the organisation, or you as the employee?

M & E: How does one move from being an employee to being a manager, what's the difference between employee and manager?

Anything you'd like to add?

Appendix 9: Stage 2 Study Transcripts - Example

EXAMPLE – <u>THREE</u> EXAMPLE TRANSCRIPTS INCLUDED HERE

<u>All interviews began with the following introduction/briefing regarding anonymity and withdrawal</u>

My name is Olivia Ramsbottom. I'm a Senior Lecturer in Business and Management at the University of Derby. My PhD study is looking at the essence of good management, looking at four key themes, which will hopefully come out in the questions.

Your input will remain anonymous, although the intention is to name the hotels which have taken part in the overall study (with the agreement of the respective HR departments). Individuals' names will not be needed, although those in a management role or an employee role will be identified as such.

Participation in this interview assumes your agreement to inclusion in the final study, but you can contact me (by email) at any time up to six months after the interview to withdraw your input.

Are you happy to continue?

Any questions at this stage?

Transcript 17 – Manager 10 (M10)

Hotel 4

19 August 2016

Explanation of thesis. M10 confirmed that organisation probably wouldn't want to be named in the work. Confirmed happy to continue.

<u>**Good/Bad Management**</u>

This is quite difficult for you M10, because you are a manager and you will be managed, so try to think of it as a bigger picture rather than just you as a manager or in fact your manager, so what would you say are the key characteristics of a good or effective manager?

So, being supportive to the team, as in like always being someone that people would go to. Knowledge, about the job, the department or whatever you're managing, ermm, and obviously you've got to lead by example in terms of a manager, and I think you need to have quite good skills in terms of…am I doing this in terms of this business, in terms of my point of view, because obviously my job is business management and you need to have a good understanding of how the business works.

Absolutely, you are doing it from your point of view.

From my point of view in terms of skills I would need, it's like you need to understand how the… you need to be able to do a P & L report, and forecast, and budget, you know, you know do all your financial side of things to be able to do your budget and understand how it works, and the full operation as well. You need to be able to understand, be able to show that you can support the team in that you're willing to get on the floor and you'll be there to help them, you're willing to do it as well, you're not sat behind a desk all day, you know, delegating. You do also need to be able to delegate as well, errrmmm and be able to utilise your time well.

It's a difficult job isn't it. There's always a lot going on in management isn't there. One of the things I did do as background was go through all,

well lots of, the literature about management and bring up this list of management activities, which is very long really, so that's interesting. So you've given me, be supportive, set an example, have skills in business management and you mentioned financials, get on the floor, be willing to help, be able to delegate and use time well. Anything else?

There's probably tons of things, be flexible you know, with your working hours, erm, it is all about managing your time correctly and understanding how to manage your team well. You need to go through your performance reviews, and make sure that side of things is correct and done well.

What about the key characteristics of a bad or ineffective manager?

So there are the opposites I'd say. Someone who's kind of not organised, erm, doesn't give regular feedback or support, ermmm, I'd say someone who only delegates and isn't willing to get involved and someone who doesn't really know their operation, and…I don't know where to go on that one.

Have you had any bad managers?

Yes, so I'd say someone who doesn't give you any confidence in your work, and that side of things really.

So the job of a good manager would, you've said actually, to be supportive.

Yes, to be supportive, and that kind of thing. So someone, you're not approachable, and someone who's not very passionate about what they do. Because if you're not motivated, then obviously the team aren't going to be motivated as well, ermm, and maybe a manager that's not willing to strive to achieve targets.

So a sort of passion or…ermm, what's the word 'driven'.

Drive, yeah

<u>Why</u> are those things important to get right or to avoid? So I suppose it's trying to get to the essence of, you know, how a good manager makes things good, and a bad manager makes things bad, so you know,

we've talked about lots of individual characteristics, but what's the overall thing we're after?

Errm, sorry I don't really get that.

No, my question is 'why are those things important', you know, the overall point.

The effect on the team? That kind of thing?

Well I suppose that might be the answer, that the team would be affected, yeah?

Yes, so in terms of if you're managing a team of people, so you could be a manager of, say, from my point of view, if I'm managing a team, if my passion's not there, if I'm not motivated, then my team aren't going to be either. Erm, and also there's a lack of responsibility there as well, so people would be doing what they want to do, and there's going to be no structure, there's going to be no control of the business, and obviously everybody's going to be underperforming.

I think that's really interesting. I think the problem is, we're talking about a list of characteristics, we're talking about a list of activities, you know so this massive list I've got. The temptation then is to see things as individual tasks, rather than see/say, well what's the overall picture, what are we after?

<u>Universality v Specificity</u>

If you think about a manager having general management skills and then specific technical skills, (these being specific to the industry or sector they work in), which do you think are the most important for a manager to have? Why? (HAD TO REPEAT)

Ermm, I would say, general.

Why?

I think you can learn the technical side. Well, you can learn the management side, but I think you would have to understand how to be a manager before,

you know, it's not the most important thing… if you know the management side of things then you can learn the more technical side of things as it goes on… I think!

This is absolutely about what you think, you know what you're talking about.

As a manager, what are the transferable skills you think you could use in any management situation (not in hospitality or spa). So if I took you out of the spa and put you in, erm, something else (laughs), I made you a manager in a council, what are the transferrable skills you could use in any management situation.

I think it's the same as I said earlier, team management, so even if it's somewhere else you can manage a team, performance manage, recruitment, that side of things, erm, you've also got, it's your personality as well when it comes down to it. Your personality's… as long as you're a good manager in terms of team motivation, as long as you're good in terms of feedback, all of that's transferable, and whatever manager you are, in any operation, it's going to be the same, it doesn't have to be in spa. Ermm, and I think a lot of the things I was saying earlier, quite a lot of the things that as a manager… like business…managing something, so like your business skills, you're always going to bring some experience with you I imagine. Oh, I don't know…

That's good! I never want to step in M10, so I won't talk until you stop!

The reason I ask these questions, is that I think management skills can be transferred anywhere…

Sales as well, I suppose sales is quite a… I suppose it depends on what kind of manager you are. It's transferable if you are good at sales, you know, so you're always going to be able to naturally transfer your experience and your…, you know, your knowledge.

To sell something else? Yes, that's true… you're always going to understand the consumer, and how to sell.

XCV

What works, and techniques, that's definitely transferable into/between worlds.

It's interesting then, though, that if you go for a management role, they do expect you to have significant technical experience as well…so you have to have a combination of the two.

I suppose it's about experience. If you take away your experience, then it leaves people having to show they're willing to learn, and I think they still have to have those transferable skills, so it could be team management, it could be that they are working towards targets, that they know how to manage time effectively, you know stuff like that. I reckon it's, it's obvious, it's always preferred to have someone that knows the background, because it's easier for people isn't it, but if you're a company and you're willing to develop people, and that side of things, then I don't think it's a real… you know, companies still do it. There are companies.. I saw one, if there's a company that grows people even though they haven't got experience, maybe if they've got key skills, then they will transfer people to new roles.

So you could, arguably, you could be moved to a new management role and they'd fill the gaps.

Well that is what's happening to me at the moment. So I am Spa Manager and I am going to be moving into Business Development Manager. My skills are not that, but I probably have certain areas of it that are, in terms of I'm selling the spa, and now I'll be selling the whole business, you know.

That's a really good example.

I'm still doing it. I'm not actually going to be managing a team now, but I'll be doing a lot more of the operational side of the whole hotel, but I'm still, in my current role, operational for the whole …so it's very similar, but it's different, obviously that field and experience, it's going to be quite new.

So it's an expansion?

So it's obviously nothing to do with spa, except for marketing the spa and making sure that business is still being driven to the spa, but I wouldn't particularly… another spa manager wouldn't know the spa, so it is completely different, but a lot of my skills are suitable to be in a role like that.

M & E: What's most important to you, that a manager knows how to manage you, or that they know how to do your job? *(I asked this from an employee's point of view – not sure I did that for all managers – need to check).*

I think it's being able to manage them as individuals, because people might need resources to do their jobs well, and people are going to be different to other people. People might not buzz off of the same things as other people might buzz off of, so you need to make sure you're managing them effectively as an individual, not as a team sometimes.

<u>Manager as Learner</u>

How important do you think learning is in your role as a manager?

Yes, it's definitely important, because I think you always want to grow your skills, errrm, and as a manager, when you're in management, you're obviously someone who is quite, you know you want to challenge yourself, you always strive for the new things, the new challenges, because you're kind of at that level, ermm, so I think it is quite important as a manager to make sure you are, you know, going on certain training, or taking on new challenges to learn or grow.

So is it important to you, to your employees, or to your bosses that you're always learning?

Well, important to the manager, well it depends if you can roll out what you've learned to your team. So, I think for everybody it's a benefit, so in terms of my manager, it would be that I'm going to expand my skills, and hopefully that's going to pass on to my team as well, so again that's going to improve the operation, as long as the learning isn't stuck with you and you're not utilising what you've learned, then that's the only way it's not going to be effective. If

you can effectively train the team on what you've learned, then that's the opportunities (that's where the opportunity is?)

And we've added to that list then, of characteristics of a good manager, the ability to pass on and train.

Training yeah.

And at the start you talked about being driven and you know, aiming for improvement, and just there you talked about a manager who enjoys challenge as well.

Yeah.

So that might separate the manager in this case from 'just' an employee. The separation between an employee and a manager is someone that might always go for it?

Yeah.

Great, erm, do you feel able to keep up to date with what's going on in your sector and in management generally and how do you keep up to date?

Am I able to?

Yes, do you feel able to, as a manager?

What, keep up to date with what's going on in the industry?

And in management generally, so if we do acknowledge that it's important to learn, and you mentioned going on training courses and things, so are you able to do that, you might want to, but can you.

In my role I can, and there are opportunities within the industry where you can as well.

So what is the way that you do keep up to date? What sort of tools are you using?

Well, in terms of training, we're such a global brand, we've got a lot of resources in terms of training tools, in terms of online training, or maybe

training days, erm, I'm in a position where I do have that quite easily. But I do know that there are independents, consultants, who also will have those options for you as well. So I've had days of training with, you know, business consultants who are maybe focussed on the spa industry, so I do it through that as well, and then obviously it's your own kind of passion to follow things like bloggers, to keep up to date with magazines, you know, that's in terms of keeping on top of what's going on in the industry. And also, you know, attend networking events and stuff.

And you manage to do all of those things do you?

Yes, those are the sorts of things I have to keep on top of.

Brilliant. One of the things that I came across in research is that there is an expectation that managers will learn and people want to, but actually sometimes they're not given the time to do it.

I think it's just managing your time and how you can do it effectively really. It might often be in your personal time, but if you're willing to do it, sometimes you've just got to?

What strengths do you think that keeping up to date with what's going on in management and/or in the sector gives you.

Now I suppose I'm asking, you recognise that learning is important, I guess I'm back to that question of why. Yes, we know that all of these activities are important, but why, what is it that that gives you, that makes you better.

Well it's just giving you more experience isn't it. It's broadening your skillset.It's just giving you, and maybe it's giving you new ideas, maybe it's giving you new ways of thinking about things. Maybe you think you're doing something right, but maybe you'll think, well if I do it this way, then maybe things will be a bit different, so then you can maximise the performance of the operation you're managing. And also, you know, your team, for them as well, it's an opportunity for them to learn from you.

So, goes back to this, getting the team to work better, within the environment.

At the end of the day, the idea of training is that it's gonna expand your knowledge and make sure that you can do your job more effectively.

Of course it's relatively unusual for someone like me to come in and ask you questions about management and how you're managed or how you manage. Do you ever think about these issues in the course of your daily life and work activity?

Errm, what, do I think of, what?!

Fair point.

Do you think about management and how you manage?

I think it's drummed into us. We've got things like employee engagement, things we kind of have to focus on around it, yeh, it's something you do have to consider. You live it, and you go in there every day and if your team are not happy, then that has an effect on you every day, so I think it's something that you are aware of.

I suppose I'm interested in whether, as managers, we consciously think about it, I suppose it's a difficult, whether…do you instinctively know something's going wrong and then you act or do you actually think 'Right, I better think about whether I'm managing things well today'. Do you get what I mean or am I just confusing you?!

Yeah, I get what you mean, erm, (sighs) I think it depends, sometimes maybe it's a bit later, when something's gone wrong, you think maybe I could have managed that a bit better, or maybe learn for the next time, or, I think sometimes you just need… I think a lot of it comes down to organisation as well, because if you just are kind of ahead of it most of the time, you'll have less issues if you're organised with what you're doing, and, obviously, as a manager, things get on top of you a lot and maybe the team might get forgotten slightly. I mean you've got to focus on a million things as a manager,

so I think yeah, there's always going to be times when you're not on top of something, or when you haven't thought of it, or you're not managing as effectively as you should be because other tasks are getting in your way or whatever it is, you're not managing time well, but you know, I think that comes down to being a good manager as well, kind of being aware of when you're working at your best as a manager I suppose, I guess.

So sort of self awareness is part of a manager's role as well?!

Yeah

<u>Lack of individuality</u>

We're on to the last strand that I'm interested in, and you've referred to it a couple of times, it's about, I don't know what to call it yet, but this lack of individuality because you've mentioned a couple of times, working for the organisation and improving the organisation, you know and not necessarily thinking about you, you as a manager.

This is a big question…What do you think of when managing? The organisation, you as a manager, or your employees?

What do I think of when I'm managing?

I'm getting that that's not a brilliant way of asking that question?

Yeh, I'm not really sure of what sort of answer that's looking for.

No, that's fair enough. I suppose what I'm looking for is, whether the concentration is on yourself and what you're doing, or on what you're doing in terms of the effect on your employees, or what you're doing in terms of the effect on your organisation. Or all of the above.

I think it's all, because you have to, but the long term goal is obviously so, as a manager, you're there as a manager to make sure that the business performance is at its best. That would include managing your team effectively so that obviously the guest experience is good. To ensure that you're then bringing in the money, to make sure that the organisation are happy with what you're doing as a manager, so it definitely covers all aspects. So you

have to think about all of it, because all of them relate together to be able to have a successful operation, otherwise you're not going to make money if your team aren't happy and then the guests aren't happy and then the outcomes, you don't get return clients, especially in the spa industry, that's so true for it, because if your team have no passion for what they're doing, then the guests won't return to them, and then obviously your figures, and what comes out of it, and your feedback scores and all of that are going to be poor.

I think you've described really well the many layers of management.

Erm, and final question, what's the difference between employee and manager?

I think, as a manager, you've got those leadership skills, errm, you've ideally had slightly more experience so that you could have more answers. You're kind of more of a go to question and have the skills to be able to manage situations effectively, maybe in a way that they don't know how to do. Errm, but you're working towards the same goal, but it's leadership isn't it?

This is really mean of me, can you define leadership? What makes someone a leader?

(Laughs.) Do you mean what makes someone a good leader?

Yes.

I expect I'm going to go back on… I think it's managing…being a good leader… it's delegation, it's being able to advise, guide, participate, and also like empower your team and stuff like that, and also give them direction, and also have a bit authority.

And authority would come from? Your attitude probably, and experience?

Yes. And you can also lead change. If anything's going to change, you're going to be the one that leads that. Errm. You give your team a vision. Errmm, and I guess you can overcome different challenges as well.

Do you think it's also, and I don't want to put words into your mouth, I'm going to try not to do that, but do you think the difference between a manager and an employee is also that it's the person that's able to see outside themselves, just themselves.

Yes, because you've got to think of a lot more in a situation than just…as an employee, you're probably going to think about you in that situation rather than I suppose as a manager you're going to think about you, and the situation, and how it's going to affect the bigger picture, I suppose.

That's what I'm wondering.

I think sometimes employees don't think of the bigger picture, and as a manager you know the effects of, you know, how you've got to think of it I'd say.

Yes, I suppose there are a lot of great employees who do think of the bigger picture, and I suppose there are a lot of employees who then train up to be managers, so they're on a journey anyway, they're just at the start of that journey, but I wonder if that's a key management characteristic, you need someone to think of the bigger picture.

Brilliant, do you want to add anything?

Chatted about things..!

Transcript 20 – Manager 13

Hotel 5

<u>Good/Bad Management</u>

What would you say are the key characteristics of a good or effective manager?

I would say that the manager… there are so many, but I will try to focus on a few…I think that a manager needs to be in control of the department or area , meaning that he has to have an understanding of the budget, capex, all the financial information that comes with the role, so you are responsible, you are accountable for those things, it's very important that you stay in control of that, of such, however, at the same time, you need to create a very strong relationship with your colleagues and the team that you manage, so maintain that strong, good relationship on different levels, so with your superiors, with the management, with the manager that you're reporting to, as well as your peers, as well as the colleagues that are reporting to you. I think that the relationship on all levels is equally important. So that's, I think, is very important as well. Obviously, in hospitality, what's really important is the flexibility, being able to work … hours, being able to adapt and adjust, depending on the different trends, periods in a year, I think that all contributes to being able to perform well overall, errrm, and then errm, another thing that I think is important is this, errmm, being aware of what's going on in a bigger spectrum, so what's going on in the world, what important trends and changes, economical changes, that may affect your industry, I think that all this is important to be able to do, and react and act accordingly. Obviously, some of us, it depends what you're involved in, if you work in the revenue …you're more involved… if you work in customer service that will be not that impactful, but I think the understanding that's very important overall.

What would you say are the key characteristics of a bad or ineffective manager?

I think that, in my opinion, it's errm, I think that, ermm, it's not necessarily affected me but I can imagine that it would be really hard to work with somebody who is focussed on their own career more than the success of the team overall so someone who is very much self-centred and focuses, and doesn't really, you know, doesn't really aim to, gets the personal goals before achieving the goal of the team. I can imagine that will be really hard to work with somebody like this. Ermm, I also think that the manager who is ermm, very strict in a way, who doesn't really allow the errm, alternation (?), I think being in hospitality and working with such a different spectrum of people coming from different backgrounds, people who are very young, requires you to be able to adapt to this, and if, sometimes people come with really, not willing to adapt, not willing to flex, not willing to adjust, ermm, that can cause a problem. Yes, so I can imagine that will be not the desired…not in hospitality, not the desired, errm, I don't know, characteristic if you like.

It's very difficult to call those things something – characteristics, behaviours, tasks, activities?

You've given me some idea of what makes a good manager and what makes a bad manager. <u>Why</u> are those things important to get right or to avoid?

I think what we're looking for is that, at least what I'm looking for is, I'm looking for consistency, and I'm looking for stability if you like. I like to feel secure, I do stretch myself, wanting to know and learn new things, but I like to feel secure, meaning that, being in control, being a manager, of what I'm in charge of, and for that, I think you need to grow very strong team to support you. That's the reason why we do sometimes, I do…adapt and change my perspective depending on the situations of different people and dealing with…and because… unfortunately within… in current trends with very young people, the work ethics are not always the way they used to be, so we do need to take this under consideration. The new generation is all about the success and quick development and moving forward very quickly, and if we don't provide them with enough challenges and we don't, you know we don't show them the

career opportunities, and the right path, they may be dropping out very quickly, before we even, you know, manage to benefit from having them in our teams, so retaining those people, creating the right environment, supporting them through, with their development needs. Showing them…the next steps, challenging them , using their talent, I think this is the key.

So more long-term?

Long-term planning, because unfortunately from my experience, we invest so much time into training people, we have very high standards so we do need to spend time, a lot of time in investing in the training, and then having to lose them after a few months, it's really painful, because you do need to start from square one, you need to start from the beginning, so I think investing in people is the key that allows us, allows the stability and allows the company, allows you to be in control, allows you to grow and develop your team even further and excel, reach the goals of customer service and the standards you want to achieve.

<u>Universality v Specificity?</u>

If you think about a manager having general management skills and then specific technical skills, (these being specific to the industry or sector they work in), which do you think are the most important for a manager to have? Why?

What do you understand by general management skills? People management skills or more ..

Well, it's people and process for me, so people, and you referred straightaway to those business management skills, you know the understanding of financials, and I suppose it's …I suppose the question's better understood by saying, which of the skills you could use elsewhere. So let's say you stopped working in hospitality, and moved into another area, which of those skills would you always use.

I would always ..I think that …errrm…I think more valid to me are the more general skills. I truly believe that we, once we have those general skills: the

right attitude, we focus on development, we want to learn, I would consider those things general skills. People who are ambitious, people who are persistent, people who are open minded, that I would consider general skills for the manager, and if you've got this set of skills, then it's very easy to learn the technical skills , the specific skills I would imagine, so when I recruit my team, I'm looking for the general skills, I think that this person represents the right set of mind and the right values, I think it would be much easier to work with this person and they will learn quicker the other skills. We may sometimes, I think sometimes, it's almost taking a short-cut if you just recruit based on the specific skills. Obviously in some roles it's desired, if it's a financial role, it needs to have the certain level of the technical skills, but I think that not all of the roles, in most of the roles you can learn as long as you've got the right set of personal skills, general skills.

And that's an interesting question isn't it, which are the roles that you can and cannot …not the purpose of this research, but I think that is something I'll need to touch on definitely.

As a manager, what are the transferable skills you think you could use in any management situation (not in hospitality or spa).

I would hope that it would be my customer service skills..and I would think that If I move to another organisation and even to another role I would still use the same approach towards my team so the people management theme (?) I would continue, these are the things I would probably transfer, errmm, yeah.

What's most important to you, that a manager knows how to manage you, or that they know how to do your job? I think this question is more for the employee than the manager, so I'm going to park that one.

<u>Manager as Learner?</u>

How important do you think learning is in your role as a manager? If important, to whom, and how do you show that you are learning?

I think it's extremely important. I think we're living in the era of really competitive market and I think things are changing so quickly and erm, the

young generation brings so much new skills, so much knowledge to our industry that we really need to pay a lot of attention and put effort on staying on top of our own development and skills. I like to look outside my own department, about other departments and operations because in the end of the day we all impact one another and I think it's really important, that's the reason why I, in the first place referred to just having this general knowledge of how, what's happened in the market, what's the latest economical news, what impact that has on our industry. I think it's really important, that's the only way that leads you to really excel.

You can see the passion in your eyes, that it's really important to you. How do you go about doing that?

There's lots of …first of all you get involved. We are here, K-West, it's part of a very small family so I can imagine that it's easier. If you work in a bigger chain, in a hotel, you've got more resources, but I think even within our small family we can make a … of learning from one another, so there is a lot of collaboration going on between sister hotels, so we're utilising the fact that we're all different, we all have different star ratings, and a different style of our hotels, so we can definitely benefit from knowing those. You do look at the industry related articles, so …very fresh and very up-to-date research on different subjects and it really starts from the basic customer service to the most, you know, figures-driven articles. So there is lots out there that you can use if you like.

Do you find it easy to find the time, or are you having to make time?

I think you do need to make time for those, but I think you can also just utilise the resources that are available for you here, attending the internal meetings, going out of your usual day and spending the time with, I don't know, attending marketing meetings, every now and again contributing into those, it's very eye-opening. Yes, so just not staying within your department and the things that are relevant to your department, not only, but…yeah.

Do you think that's the difference between being 'just' an employee and manager? Do you think that's the difference, the ability to learn?

Yes, I think that that drive is what makes a difference. So when we're looking at our employees and we're thinking about next steps, the potentials and any promotions or any development, you would always focus on the people who are showing that drive, who are showing that interest, who are going out of their way to bring something new to the team, and yes, this needs to be really supported and needs to be targeted, because those people will probably be very successful at finding a job elsewhere.

And you don't want to lose them, which is what you spoke about before.

Is it important to you to have a manager who is always learning? And can you see that?

In my superior? Absolutely, absolutely, I think it's really crucial because that's how the culture is set in the company. If we are continuously challenged by our superiors then that's how you know, how you get that, the buzz going, and you know, I read once, and I don't remember who said that, but there is nothing that can do you as good as the peer pressures, you don't want to be the one that doesn't know, you don't want to be the one that stays, that is behind… and I think that culture is to be set from the top, so from our General Manager, it needs to start there.

I am finding that people in Hospitality, well managers in Hospitality are outward looking, which is really interesting, and I think it goes back to that competitive environment and needing to know what's going on. I haven't got time in this research, but it would be interesting to compare, Hospitality against something, well, whatever, to see if it's the same thing, but it is interesting. Okay, so, it's relatively unusual for someone like me to come in and ask you questions about management and how you're managed or how you manage. Do you ever think about these issues in the course of your daily life and work activity anyway?

I do, because I'm in that point of my life I need to, I need to set, I need to make sure to, that what I'm doing is right and if there is a time for me to make a change in my career that should happen now, I can't wait any longer, I'm already, I'm almost 40 now. I do want to stay in Hospitality and for these reasons I do ask myself these questions because obviously I want to, I don't want to settle for, for whatever, and I want to do the best I can and I want to see some future development opportunities for myself here, so it's very important that, for me to assess my management style, the people I work with, how my organisation is supporting me, my development, how I am being challenged as a manager, and how I am doing the best I can, so yes, those things are very important.

So we're on to this idea of individuality, so what do you think of when managing? The organisation, you as a manager, or your employees?

Sorry, ask me this again…

(REPEATED)

What do I think of first?

Yes.

I do think, I do tend to think of employees first, because I honestly think our success starts from them. If we are managing a successful team, if we are lucky to have team that is engaged, that is ermm, that is participating, that is contributing with new ideas, and really wanting to be here, that makes us really successful as a manager and that makes everything to somehow work. I'm a true believer, I start with making my team happy, and that's how our guests will be happy and that's when everything falls in place, it's having returning customers, our guests coming back happy, they are happy to be paying slightly higher rates, and so on and so forth, but it all starts from the service they receive and the service comes from our team, our people, so I do always start from there (laughs).

Start from there and work up? I don't know who your manager is, but what do you think they put first? Them, the organisation, or you as the employee?

I think maybe it's a balance. I think maybe when you are there, and you're sitting with our Managing Director, doing one-to-ones and you have to report all the financials, errm, and situations to them, err, perhaps you may be more inclined to look into the broader spectrum. There's more factors to look at I guess. I think they're looking for the balance, so if they think it's important they will think the organisation is as important as people, that's how I see it at the moment.

So balance more, whilst you're aiming for the employees they might be looking at organisation first. But you also said about balance, so trying to balance all of those things.

I think we're all like that at K-West, I think we all feel important, we all feel part of this team, you take the team, it's quite good at the moment, so I don't think they would put the organisation first, like there wouldn't be a massive gap, but I still feel it's slightly different, because you know you are as a manager, being challenged about decisions that I've taken and they do need to explain my reasons, errm…it's not always, oh yeah, amazing decision, sometimes I have to say well I don't think that was a good decision, at that time perhaps because they're looking at a different spectrum, they're looking more about, you know they're looking at the budgets and figures and finance and the impact of those.

How does one move from being an employee to being a manager, what's the difference between employee and manager?

Responsibility and accountability, once you become, once you are an employee, you always have someone to back on, the direct responsibility doesn't fall directly on you, however once you step into the managerial shoes, you need to take the accountability of every decision you make, the performance of your team and I think that's what makes the difference.

Anything you'd like to add?

(said would send questions to contact – thank you)

Transcript 23 – Employee 8

Hotel 3 (revisited)

<u>**Good/Bad Management**</u>

What would you say are the key characteristics of a good or effective manager?

An effective manager for me must be able to make like an unpopular decision, even though if you say something someone's going to hate you. Even though, you being a manager doesn't matter, there's still going to be some people who disagree with you, don't like you anyway, so you must be able to tell people off when they don't do their job, like sometimes before, I've been working in different hotel and sometime you'll see a different manager who tries to be friendly with your staff and they end up being too afraid of telling them off and they don't do their job. That, for me, a manager must be able to do an unpopular decision.

What would you say are the key characteristics of a bad or ineffective manager?

Mmm, don't know like, in some spa, don't know how to say a keyword in English. In some spa you going to have a manager who's never been a therapist, therefore you don't know that side of the work, you only know the management side, and when the two sides don't work together, you get a really bad result in the workplace. For example, if a therapist don't work with the manager and the manager don't understand the work lives of therapists are really difficult, like you get fully booked all the time in certain treatments. Therapists do need longer than fifteen minutes to tidy up and if you go and tell them and they are why can't you do it, that for me, you're not understanding my problem from my point of view and I am actually working for you, delivering results, I don't know how to put that in a key word.

It doesn't matter…and a job of a spa therapist is actually, I don't come from a spa background, but it's actually very physical isn't it?

Very physical and like, for example, we have fifteen minutes turnaround time to tidy the bed, talk to the guest, take details, get the tea for the guest, in that fifteen minutes you have to do everything, but some kind of signature treatments, for example, the new one that's going to come out, it wants an hour and a half, but you have to prepare hot bath, hot towels, you need to remove the… (?) obviously when you've finished the treatment, it's going to take more than fifteen minutes to finish …and when you go to the manager and ask for more time, maybe by ten minutes more to clean, from the manager's point, they're probably being pressured from the top, to make the budget, to hit the figure, they need to do it for the figures, they don't understand it, because if they give more than ten minutes to you then that means less treatments being booked in. So it's not like, no one understands each other, so it's like sometimes, in some workplaces, I used to work for the Marriott Hotel, they had this programme called 'Back to the Floor'. All the managers come to the floor, and once a year you need to go back to the floor. Any department of your choice but you need to become an Associate. It really improves the understanding and because I've only been here for about two months, I don't know if they have 360 degree reviews, where you can review your boss and if the manager gets less than 75 out of 100, you're going to have a big meeting with your GM. So here for me, right now, I have on Monday review with my boss which is why, I like Ginta, not a problem with her, but I feel if you can't really review your line manager, it's not a real, proper picture of how to be a good manager, because sometimes, for management, you need to deliver figure, of course, you know otherwise what's the point of having a business if you don't make a profit, I understand that, but at the same time, when you have unhappy worker, they're going to keep leaving, that also costs you money, and costs you time to train new ones, and if you can't retain them, it's going to cost you more time to train the new person who joined.

So a good manager, from your point of view, would listen to the…

Yes, communication must be there, and ..

And also allow that opportunity for feedback?

Exactly, and don't take it personal, work with it, just to make like a good balance, how would you say to be, a two way communication, a top down communication… that's it… I feel it has to be bottom-up communication as well.

You've given me some idea of what makes a good manager and what makes a bad manager. Why are those things important to get right or to avoid? What are we trying to get to, what are we trying to achieve?

To me a good manager needs to listen, for me the listening is good, not just listening, at least try to give me something that I ask for. Of course managers can't give you everything you ask for, they have to work for their bosses…

But why? I'm trying to get to …why should they listen to you?

Because I'm the one actually doing the physical work for them and if I'm unhappy I'm going to be leaving, and then you're going to spend more time, because sometimes you're really tired as well, of course you're working, you're not here to enjoy your life, but at the same time, it needs to be balanced. Certain treatments, they can rearrange in a way so it's not just so physically...like in one of my workplace, they have these limits for the massage. You doing massage…you must not work all day, for example if you're doing eight hour shifts, that means 7 and a half hours because of 30 minute break, and if in that 7 and a half, all you have is massage, it's really killing the staff. At least, my previous boss in another hotel, what she does, she has a limit, but, it's not always, but most of the time it's like that. Two massage, one facial, come back to do a massage and then a body scrub. I'm still delivering seven hour and a half work, but it's to help you with your physical…as well.

So I think what we're trying to get to is you to be happy and safe…so you're already talked about if people aren't happy.

To understand it from my point of view, they need to see and understand from my point of view and how it needs to work.

So really understanding the other person's point of view, that's another, so another thing about good management would be that understanding wouldn't it? Of the other side.

<u>**Universality v Specificity**</u>

If you think about a manager having general management skills and then specific technical skills, (these being specific to the industry or sector they work in), which do you think are the most important for a manager to have? Why?

I think both. I would love my boss to share… of course I don't know much about figures and hitting the budget, but it would be nice to have like a monthly meeting and check why we need to meet these budgets, how we're heading to the target because right now when you don't tell me am I meeting my target? Like, it's kind of just management… I would love to know as well, are we achieving the budget that's set by the top, the profits, how much you need to get this month, and that was being shared, with… are we hitting, are we exceeding, or are we below. I need to know, because then, okay, what then, the staff are not asking you questions why I have to do these things, for example if the manager comes and asks me, Ratti, I want you to sell at least xx products today, I need to know why, because in that fifteen minutes, I don't have much time, but if I know why, okay we need to hit the budget and meet the budget we ..then I will not ask questions so much, then I will probably ask (the receptionist) can you help to sell for me. I can recommend but I can't be there the entire time with the guest. It needs to be working as a team, so I think they need to have both.

And again, good management skills are about communicating with you the bigger picture of where you are?

And together, yes.

Errm, what's most important to you, that a manager knows how to manage you, or that they know how to do your job?

I don't think they need to know how to do my job like I said but they need to understand how hard it is, errm, they have to be good at whatever they're doing, because in one department you can't have the same people with the same sort of character or personality, to be balanced. You can have a manage who can be like Hitler but at the same time you're going to need another person who more like the human touch, just to balance, because if you have all the boss who are very friendly, then no one is going to take authority, so you need to have two, so to, I don't know how to say it…

You probably already have, so the authority and the personal touch.

Someone who's more approachable, that you can go and confide in, talk about personal life, is more like a people person, and then you need to have like a Hitler person.

So ideally, it would be the same person I guess, who would make the decisions but also have the people side, but you're saying that if it's not the same person, then as long as you've got that …

I think that, every department they have manager, assistant manager, and they can be too completely different personalities, but you need to have both kinds, because I mean, I work in a few hotels, and I have never really come across managers who can manage and have both. The personality thing, and one you become more like a Hitler-type, you don't feel like you, one is not approachable to the staff, then you have one person who the staff go to, and that person shares with the manager anyway.

So as long as you've got that in the team, you're happy. I think you're saying that it doesn't really matter where those are, although the top manager is probably the one who's going to be more authoritarian at the end of the day possibly.

Errm, so now talking a bit about learning, so <u>Manager as Learner.</u> Is it important to you to have a manager who is always learning? How would you know, and what do you want them to be learning?

Learning, is that like…

Errm, well, what do you understand when I say learning?

Their own programme of management development, or learning from the spa?

From anything. So learning I suppose is developing your knowledge, so is it important to you that a manager develops their knowledge.

Well, in theory, I think the company has a programme for that any way, for them to go, but at the same time, I mean, like here, Hotel 3, they have like a train the trainer training, something but it's how you're going to apply that theory into practice, into your own environment, for me that's more important, how you're going to apply that, because many times when I get sent for leadership programme I get this NVQ diploma, and then when you come back it's totally different from the classroom, how you going to apply those skills, it's another problem. Are you just going to learn it and keep it there, no…it really depends on each person how they're going to apply it.

So how would you, so, let's say, as your manager, your manager's gone off and done this course, what would you expect to see from that.

So, for example, staff motivation, let's say. You have these kinds of motivation: intrinsic and extrinsic, rewards, and always Ginta can't always give us an extrinsic reward because that's up to the GM. I would say that when you've done something good, you come to tell me personally, rather than printing it on paper and putting it in the kitchen on a board. It more like appreciation, directly, from the manager for example, that, you know what, well done Ratti. I can see that put on the board, but I feel sometimes when you don't tell to me directly, I'm not being recognised, for my hard work and for my best effort that I put in.

So it would be fair to say that, fine, manager, learn, learn how to do things, but you would want to see a personal impact.

Yes, so you can adapt that into, for your own working space. Each department is going to be different. For example I see the kind of…each other all the time, but there are therapists who have that door …therapists

have their own computer to check all the treatments in the room, and so we don't need to go to the front to see anyone, so it's nearly no interaction, sometimes..

So how do you get together?

Never really, unless I'm like, we go out for a drink, you know, that kind of thing.

Because you're on shifts, there's no reason why you'd meet in the morning I guess?

Sometimes I just make a point of open the door, and say hello, and walk away, but that's it! But like I recommend before, why couldn't the schedule, I know we can see it on the computer, why don't the receptionist print out the schedule for us and leave it at the front, therefore when everyone come in, all the therapists must pick the paper and everyone can go and say hello. Sometimes when one of your colleagues here you don't even know that they're already here, they're already hard working, no one comes and says hello to each other and I think that's what is missing in terms of communication. I think when they send people to these management or leadership training courses they really need to be applying to the workplace and you know, otherwise there's no point of sending people off and they're not actually applying this.

And also you're saying to me as well that really good management is about interaction?

Yes.

Communication, and fairly simple things like saying hello, and getting people together, and also that slightly, the next stage, which is saying thank you and appreciating directly.

Yes, yes, yes.

Of course me coming in today and talking about these things is relatively unusual. Do you ever think about these issues in the course of your daily life and work activity?

I'm quite fortunate. I learn different skills from different managers, but even though you can't actually become like a manager in one spa, it's going to be something that maybe I missed out, or some staff might not like my approach, you know some staff might like the approach we use now in the spa, but I don't completely like it. I like some of it, but not all of it, but I can see what could be improved. And I can see that if one day I become a manager, I will say that I will do, that I will do differently. I do learn from…

So you are thinking and learning from what's going on around you? And is that …I haven't quite firmed up to ask this question, but is it a feeling that makes you think about these things, is it how you feel that the environment is working, or is it that you're thinking, oh I need to apply that theory that I learned in management. What's prompting you to think 'I would do things differently?'

Well the theory is kind of, you know, human resource management theory for example, management, it kind of, being studied, and its being practiced in some work place, so it kind of work, but not all of them are going to work, like for example, if you're going to apply international human resource management and study in a Chinese context or a Thailand context, it's not going to work, especially for appraisal review, where for example, it's not going to work because in that culture it's more favouritism, but in this culture like I said, they probably went to all these management course, but why didn't I get chance to review my boss, or even the GM. When I was at the Marriott, we did it on the computer, completely private, confidential, they don't know who you are, and you can even do it in my own language, like …

Well, I've been told that you do have a staff survey here actually.

I've never been asked. Probably when I come to the end of the year, but I was not informed that I have…

Well, maybe ask! Right, okay, so you do think about the issues, you're thinking about how things are working, you're thinking that if you do become a manager then you will change things.

Somethings would be the same, but certain things should be changed. For example, like you can see the toilet is not clean and then I have to tell them and they say, well you have gap, you have to clean the toilet, and for me, in the job description, it's not actually my job. Not just me using it, everybody using it. I did it two weeks ago, we have to do it in turn, we have to do it, but don't come and ask the same person to do it all the time because I did it once. It need to be, I told Ginta before, why don't we try this, because the Receptionist earn less than the therapists, I wouldn't mind I told her, I earn my commission, I get tips from customer, I get 5% from retail if I sell everything. I am willing to give my 5% to receptionist. I will recommend the products, receptionist, if they purchase, they close it, put in one big pot and share, between the … and the receptionist, and then it becomes more like the team, and they don't see that I earn more than them and I should do more, it doesn't, like I have recommended this at the previous hotel, the manager loved it, and for me, I don't mind to give that 5% to somebody else if it is going to make the whole team feel that we all work hard here.

And if you're doing that, you can sell more as well.

I have recommend, I don't know what errm.

Well that's interesting, we've got some ideas for change there.

What I feel is it can be… I don't know if they're going to do it.

So that leads me on to ask. Are you aiming for management I'm guessing?

I used to be a manager at the Marriott. For seven year I was in F & B and then I did cross training because when you're in F & B and you're in the restaurant, you're kind of there until 2 or 3 in the morning and wow life is hard. And I asked them to do the cross training to go in the spa and then after I worked for them for four year I decided to leave the chain because during the

recession I seen a lot of change, a new owner came in, more cuts, I have decided to move to, on to join a different company so I have seen different ones.

So I think you're in a good position to answer the question, what's the difference between an employee and manager? What do we expect from a manager that we don't necessarily expect from an employee?

Wow this is very hard. Can you give some examples.

What do you expect from the Spa Manager that we don't expect from the Spa Therapist.

From what point of view?

From your point of view, always.

From the staff point of view?

From your point of view. So what do you see.

So it doesn't matter what position, what do I expect from…

A manager, that you wouldn't expect from a Spa Therapist, in skills, in behaviours, in attitudes…

They must be able to make the staff feel that they are approachable and they can trust you. Many times I went to the staff and the whole spa know about it, that's one thing I don't like. Especially personal information, it's a no no. You must be able to keep someone's personal problems, because they go to you because they trust you, they want to talk, they want to get it out, because your work, private life affects the other 50% of your life in terms of work. Anything, for example, if I have a divorce, if I fight with my boyfriend,my husband, I'm going to look sad. If I feel I need to talk to someone I might come straight to my boss rather than going to human resources who not always interact with me everyday. I might go, but I don't expect the manager to go and tell the other girls who might be very cross because it's private and confidential. You must be able to respect that and also have to be a human person.

Sometimes, for example, some of the colleagues call in sick, they didn't do it on purpose, I don't like managers who go and say that 'she look alright yesterday, I don't know why she's sick, it could be that because she's booked a holiday the following day…' it's not right to assume/that kind of judgement , I don't like to see.

So the manager in your case is different because there has to be respect, trust, discretion, so keeping things private, be human, but also what you're saying is not too human, because they shouldn't be gossiping. That's interesting isn't it, because there's a little bit of a difference.

There's a problem in spas at the moment you know, like backstabbing, front stabbing (!) so I just come and stay in my room and I'm not coming out.

You wouldn't expect that from a manager.

No. I don't think it's come from the manager, I think it's come from someone close to her or listening to certain conversations in the room, but again they must be able to make that unpopular decision, telling that person off, you need to stop this happening. You know that that person is going to hate you in the end, but it's your job to say it.

Last question, what do you think your manager puts first? Them, the organisation, or you as the employee?

I think from what I see in my boss, in Ginta, I think she puts whatever she has to do first, and then of course because she has a boss who pushes her to do something, just like she is pushing me to do things, I think she puts the figures first and then us after, and then I'm not sure about herself, because she not very selfish, she does listen, but… she can't always deliver what you request. So, for example, I say she used the last pot of the wax, that for me, what I

learn from other places, is that when you use the last item, tell the manager you need to start ordering now. Because it's going to put me under a lot of stress if the receptionist wouldn't know and book a wrap in and I can't do a wrap, what am I going to do?

That's really helpful. Right, is there anything you want to add about…from your experience?

I just want the manager to be supportive. For me, in my case, I told her from start that I want to move back to Asia and she was like 'I really don't want you to go' but for me I want to go, I want to move back to Asia at some point in my career.

What would you do, go and manage over there do you think?

I think I want to go to one of the hotels that they're going to open in Thailand or Laos. I told her already I want some support. She said she will but … we work well together.

So that's personal support really.

Yes, personal support. So I want to be able to say one day, so I have made my application, can you personally send an email to the …Spa Director, give me good reference.

(CONVERSATION ABOUT HOSPITALITY AND INTERNATIONAL TRAVEL)

Appendix 10: Excel Spreadsheet – Coding and Categorising of Stage 2 Study Transcripts - Excerpt

Thinking		Leadership	Transcript 18 – Manager 11 (M11)	Exactly. I think they shouldn't be even separate. It's one thing, the manager has to have leadership skills.
		N/A	Transcript 18 – Manager 11 (M11)	**And that's the inspiration, and getting people to come along with you, you mentioned loyalty?**
Thinking		Inspiration	Transcript 18 – Manager 11 (M11)	Absolutely.
Thinking		Inspiring loyalty	Transcript 18 – Manager 11 (M11)	
		N/A	Transcript 18 – Manager 11 (M11)	**What would you say are the key characteristics of a bad or ineffective manager?**
Doing		Delegating	Transcript 18 – Manager 11 (M11)	A bad manager, again I would think the interesting thing… I would consider the bad manager…could be a good
Co-dependency		**Create feeling of ownership**		person… could be knowledgeable…knows how to do things, but not delegating things, doing everything themselves. So things get done, but people don't think that much of the responsibility and accomplishment of
		N/A	Transcript 18 – Manager 11 (M11)	**Because they're not actually managing other people to do the job of the business?**
Doing		Delegating	Transcript 18 – Manager 11 (M11)	It's very important to be able to delegate all those tasks, but however you have the right team, you have to have
Doing		Recruiting	Transcript 18 – Manager 11 (M11)	the right people to whom to delegate, and you have to control it, and how to monitor how things are done.
Doing		Controlling	Transcript 18 – Manager 11 (M11)	
Doing		Monitoring	Transcript 18 – Manager 11 (M11)	
		N/A	Transcript 18 – Manager 11 (M11)	**Right, so we've got a team management role of recruiting the right people, getting the right people in, and then managing them?**
Doing		Recruiting	Transcript 18 – Manager 11 (M11)	Absolutely. Recruiting the right people, then training them to the right standard, being able to recognise
Doing		Training	Transcript 18 – Manager 11 (M11)	strengths of the members of the team, and use those strengths to their advantage and to the advantage of the
Doing		Recognise strengths in team	Transcript 18 – Manager 11 (M11)	business.
		N/A	Transcript 18 – Manager 11 (M11)	**Anything else to add about bad management?**
Thinking		Respecting others	Transcript 18 – Manager 11 (M11)	A bad manager, well, as you said, the opposite things of the things that we said , like lack of personal skills, not having enough respect.
		N/A	Transcript 18 – Manager 11 (M11)	**When you talk about respect, what do you mean?**
Doing		Hearing	Transcript 18 – Manager 11 (M11)	What I mean by respect is everybody has their personal priorities, their personalities, in front of you, so I believe
Thinking	Co-dependency	Considering others' views	Transcript 18 – Manager 11 (M11)	the people have to be heard, have to be considered, and their views have to be listened and then it's, let's say,
Thinking		Recognising personalities	Transcript 18 – Manager 11 (M11)	for example, if, people have to be free, have to feel free to come and talk and the only person who would
Doing		Making self available	Transcript 18 – Manager 11 (M11)	respect those points of view would allow that. I can understand what you say, what you mean, however for those
Thinking	Co-dependency	Respecting others	Transcript 18 – Manager 11 (M11)	reasons, I wouldn't agree. We cannot run to this, whatever it is, people would feel, okay, I know that my opinion
Thinking	Co-dependency	Considering others' views	Transcript 18 – Manager 11 (M11)	was respected, but for certain reason it cannot be followed, it's not like freedom to do whatever you want,
		N/A	Transcript 18 – Manager 11 (M11)	**You've given me some idea of what makes a good manager and what makes a bad manager. Why are those things important to get right or to avoid?**
		N/A	Transcript 18 – Manager 11 (M11)	**What is it that we're looking for overall?**
Co-dependency		**Creating a great atmosphere**	Transcript 18 – Manager 11 (M11)	To create a great working atmosphere in the team, because only then will it be successful in the long-term, and…when we talk about the bad characteristics of the bad manager, when people work from fear, and not being
Thinking		Inspiring loyalty	Transcript 18 – Manager 11 (M11)	loyal, and just want to complete the task all the time, yes they do achieve results, but it's in the short-term. In
Thinking	Co-dependency	Taking a long-term view	Transcript 18 – Manager 11 (M11)	the long-term, they just literally look into the time when they will have enough and they will burst, and that will

Co-dependency		Everything we do we do it for ourselves	Transcript 18 – Manager 11 (M11)	I care is that we have enough people, they are trained, they do all those good things and when they get together they celebrate it, everybody feels good about it, I feel accomplished as a manager feeling that I do right things, I
		N/A	Transcript 18 – Manager 11 (M11)	*(talked about charity).*
		N/A	Transcript 18 – Manager 11 (M11)	**I believe I've asked this final question and that was about the difference between manager and employee..**
Thinking		Responsibility	Transcript 18 – Manager 11 (M11)	Yes. But responsibility is the biggest difference, actual sense of responsibility because you just feel responsible
Manager role		You don't stop being a manager	Transcript 18 – Manager 11 (M11)	for everything and you don't stop being a manager when you've got a day off or go home, whereas an employee does think 'my working time is finished'. A manager never feels that.
Manager role		An employee can say 'my working time is finished'. A manager never feels that	Transcript 18 – Manager 11 (M11)	
		N/A	Transcript 18 – Manager 11 (M11)	**Thanks etc.**
		N/A	Transcript 18 – Manager 11 (M11)	**Anything you'd like to add?**
		N/A	Transcript 19 – Manager 12 /Employee 8 (M12/E8)	**Transcript 19 – Manager 12**
		N/A	Transcript 19 – Manager 12 /Employee 8 (M12/E8)	**Hotel 5**
		N/A	Transcript 19 – Manager 12 /Employee 8 (M12/E8)	**Good/Bad Management**
		N/A	Transcript 19 – Manager 12 /Employee 8 (M12/E8)	**What would you say are the key characteristics of a good or effective manager?**
Thinking	Co-dependency	Understanding the team	Transcript 19 – Manager 12 (M12/E8)	Okay, ermm, well I'm Head of Spa Operations, I haven't done this job before, but what I have learned working as a Senior Therapist is by being able to understand your team, being effective, making sure your team is happy and
Co-dependency		Make team happy	Transcript 19 – Manager 12 (M12/E8)	they are working effectively, as you are their role model, you work really hard, and that's what makes the effective manager so everyone else will follow as they see you as a role model.
Doing		Role model (by working really hard)	Transcript 19 – Manager 12 (M12/E8)	
Doing		Work really hard	Transcript 19 – Manager 12 (M12/E8)	
		N/A	Transcript 19 – Manager 12 (M12/E8)	**What makes, how do you get to that position of being a good role model? What does that look like?**
Thinking		Recognise when someone needs help	Transcript 19 – Manager 12 (M12/E8)	So basically always making sure that you are doing team work, seeing one of my colleagues, that needs a bit of help, I don't need them to come to me to ask for help I will always offer help, I just do it for them, then and there,
Doing		Offer help	Transcript 19 – Manager 12 (M12/E8)	I am free, I've done this for you, you carry on doing what you were doing, so it's nice when you are helping others and then everyone can see and everyone follows, making the business run smoothly and everyone is happy,
Co-dependency		Everyone is happy	Transcript 19 – Manager 12 (M12/E8)	helping each other, because it is quite, ermm, it's a high demand and you really have to be… timekeeping and everything is really important when you're working in the spa, that our clients are being looked after properly,

Co-dependency		**Understanding staff and their interpretation of direction**	Transcript 31 – Manager 22 (M22)	No, and I think 'how've you understood it' and in today's world, which is a vast difference to twenty years ago, a lot of it is now, er, it's not spoken verbally, it's not face to face, and that is a whole new level of difficulty in
Doing		Understanding interpretation of written communications	Transcript 31 – Manager 22 (M22)	…'that isn't what I meant and I never should have said that' because it was when I wrote it, so, and the way people communicate, and when you're now managing younger people, and I see it here because I've got 25 year olds, 24 year olds and 28 year olds. Their whole world revolves around social media, and so their ability to communicate and interact is very, very different, and you have to, and you can't make them be, sit across a table
Doing		Managing younger people is different because of different forms of communicaton	Transcript 31 – Manager 22 (M22)	and have a coherent conversation because that's not how they communicate.
		N/A	Transcript 31 – Manager 22 (M22)	**I suppose, coming back to this idea that the manager is the person that's capable of seeing that. They can see that, you know, they can see that their way is not the only way, they can see that they need to communicate differently, they can see that they need to be abreast of the changes, and again, you, I might say that that's obvious, but it isn't to everyone is it?**
Thinking	Manager role	You aren't always right	Transcript 31 – Manager 22 (M22)	No, doesn't mean I like it. Because I don't think that is the right way… I think it's a skill that people are losing, but I think, I think, errm, yeah, nobody has the perfect answer, but I think you do have to accept as a good manager, or try to accept, that you aren't always right, everyone's doing their best. You know, the owner here says to me, 'noone's every going to reach your standard, ever'. Because mine is so high, but it's very difficult to go below that, and I think that's an innate thing for me, so errm, yeah, it is a complicated subject you've picked!
Manager role		**Perfectionist**		
		N/A	Transcript 31 – Manager 22 (M22)	**It is, hugely complicated, and I'm slightly… no, not regretting it by any means, because I'm finding out all sorts of interesting things, but it is about sort of trying to make sense of perhaps, I don't know, a small part of it.**
		No code	Transcript 31 – Manager 22 (M22)	Have you spoken to hotel managers, larger hotels?
		N/A	Transcript 31 – Manager 22 (M22)	**You are unusual in that mostly I've spoken to, not General Managers. So you're one of only two General Managers I've spoken to. Now that's an interesting question as well, because of course when you meet General Manager level, you may be talking about a different level of skills as well, and that is a little worry that I've got one side.**
Specificity		Higher up you go, less doing but still need to know how to get it done	Transcript 31 – Manager 22 (M22)	I think a General Manager, and I hate the term anyway but we didn't really know what to call me, but it's sort of everything in between, and we don't have a Director, but then I, you know, that probably would be me. But I think you're then involved in less of the doing, which is you know, in normal terms if you like, less of the doing,
Thinking		Think long-term/strategically	Transcript 31 – Manager 22 (M22)	but you have to know how to get it done, and you should be more strategic, as in I'm not just interested in what I'm doing this week, it's about the winter, and next year, and dedada, so it's a bit more strategic. I'm fortunate in
		N/A	Transcript 31 – Manager 22 (M22)	**And that's a slight worry I have, in that apart from …there are so many levels aren't there that we could talk about when we talk about a manager.**
		No code	Transcript 31 – Manager 22 (M22)	Are you talking about managers or are you talking about leaders.

Doing		Be visible	Transcript 32 – Manager 23 (M23)	Yeah, very much. Very much, and have regular all staff meetings, so that you're making sure that everybody's given the chance to know what's happening with the business.
Doing		Regular staff meetings	Transcript 32 – Manager 23 (M23)	
Doing		Tell people what's going on	Transcript 32 – Manager 23 (M23)	
		N/A	Transcript 32 – Manager 23 (M23)	**So if those are, and I'm sure we'll probably cover more characteristics of good managers as the conversation proceeds, but if those are the good characteristics, what are the key characteristics of a bad or ineffective manager? Of course we might say, well the opposite of what you've already said, but is there anything different you would add if we were talking about a 'bad' manager.**
Doing		Be consistent	Transcript 32 – Manager 23 (M23)	Favouritism, err, what else, bad managers, err, let's see, err, they are inconsistent in their dealings.
		N/A	Transcript 32 – Manager 23 (M23)	**Is that their dealings with people or decisions, or what they do?**
Thinking		Be fair	Transcript 32 – Manager 23 (M23)	People, and also decisions. If there's, if they're not being fair, if there's, going back to the favouritism thing, you're undermining your own credibility.
		N/A	Transcript 32 – Manager 23 (M23)	**And in fact going back to that idea of inclusivity presumably, making sure that nobody is excluded.**
Doing		Inclusivity	Transcript 32 – Manager 23 (M23)	Yes, that's true.
		N/A	Transcript 32 – Manager 23 (M23)	**We can talk about these characteristics, and in fact we often talk about behaviours and activities, but what is it we're trying to get to, what is 'the Holy Grail', what are we trying to achieve with all of these things, as managers?**
Manager role		Be better	Transcript 32 – Manager 23 (M23)	We are trying to be a little bit better, in lots of different areas, and I'll plagiarise now, Richard Branson, his approach was to be, if you could improve in a hundred different areas, just a little bit, then there'll be a great big improvement. But if you try and do a few things incredibly well, far better than you are currently doing, then it's not going to happen, because the effort involved to get everyone moving in that one direction to make those big
Doing		Make incremental changes	Transcript 32 – Manager 23 (M23)	
Doing		Make changes	Transcript 32 – Manager 23 (M23)	
Co-dependency		Get buy-in	Transcript 32 – Manager 23 (M23)	
		N/A	Transcript 32 – Manager 23 (M23)	**That won't work. And there's this always striving to be better, that's the other part…**
Manager role		Always striving to be better, but in small ways	Transcript 32 – Manager 23 (M23)	There's always striving to…yes, to be better. I suppose, what does that mean, to be better? To find better ways…? You know, we, in a simple way, I'm sitting here at my desk with a mug. I don't have a paper cup. If a paper cup went into our, admittedly into our recycling, but it took up a lot of space, and we are billed on the number of
Doing		Analyse processes	Transcript 32 – Manager 23 (M23)	
		N/A	Transcript 32 – Manager 23 (M23)	**Therefore, if we can add to that list of management (attributes) there's a sort of awareness of always perhaps what's going on about you.**
Doing		Awareness of what's going on	Transcript 32 – Manager 23 (M23)	There is absolutely. There doesn't have to be long meetings, doesn't have to, it can even be on the telephone, we've got people on satellite, we have someone who's running the stables, someone who's looking after the guest activities: quad bikes, claypigeon range, things like that, but just keep, keep understanding what's happening, any pressure points, what's niggling, anything that's looming, er, any staff issues that you need to nip in the bud, so it's a happy experience, the guests meet happy staff, everything is good. If the guests meet fairly, not disgruntled, but they meet staff who are flat, then they don't have a good time.
Doing		Keep understanding what's happening	Transcript 32 – Manager 23 (M23)	
Co-dependency		Make a happy experience for the staff	Transcript 32 – Manager 23 (M23)	
		N/A	Transcript 32 – Manager 23 (M23)	**So there's also through this, there's a strand running, that you feel it's important to make the staff happy, tracing that back to inclusiveness and no favouritism, that sort of attitude.**

Appendix 11: Request for Ethical Approval and Confirmation of Ethical Approval

<table>
<tr><td colspan="2" align="center">Request for ethical approval for research undertaken by
staff, post-graduate research and post-graduate professional students</td></tr>
</table>

Please submit your completed form to the chair of your college research ethics committee (CREC)

Your Name	**Olivia Ramsbottom**
College	**College of Business**
College Research Ethics Committee	**College of Business**
Staff ID	**778467**
Student ID	**100030547**
Unimail address	**o.ramsbottom@derby.ac.uk**
Programme name / code	**PhD**
Name of supervisor(s)	**Tim Heap/Sarah Rawlinson**

Title of proposed research study
The Conceptualisation of Effective Service Sector Management for the 21st Century A comparative analysis of workers' views of what makes for effective management in the service sector in the UK, in order to create a training and development activity guide for managers.

Background information

Has this research been funded by an external	No

organisation (e.g. a research council or public sector body) or internally (such as the RLTF fund)? If yes, please provide details.	
Have you submitted previous requests for ethical approval to the Committee that relate to this research project? If yes please provide details.	No
Are other research partners involved in the proposed research? If yes please provide details.	No

Signatures

The information supplied is, to the best of my knowledge and belief, accurate. I clearly understand my obligations and the rights of the participants. I agree to act at all times in accordance with University of Derby Policy and Code of Practice on Research Ethics: http://www.derby.ac.uk/research/uod/ethics/

Signature of applicant	Olivia Ramsbottom
Date of submission by applicant	17.4.16
Signature of supervisor (if applicable)	
Date of signature by supervisor (if applicable)	

1. What is the aim of your study? What are the objectives for your study?

Aim:

This research will conceptualise management in the hospitality industry and result in guidance for training and development to produce effective managers for the Hospitality industry.

Objectives:

1. To critically examine concepts of management and training and development within the context of Hospitality Management, particularly with regard to the question of the universality vs specificity of management skills and management as learning.

2. To collect and compare the views of management skills from hospitality employees, to identify the characteristics and necessary skills of the effective manager and attempt to answer the universality vs specificity question.

3. To create a training and development guide that can be used in hospitality businesses to develop effective managers.

There is an intention to revisit the aim and objectives of the study following the pilot study, analysis and the RD7 viva/discussion. The issue is about scope and will have no effect on the ethical approach.

1. Explain the rationale for this study (refer to relevant research literature in your response).

It is widely recognised in management literature that managers and their training are important to an organisation's success.

However, the Literature Review reveals that there is no accepted understanding of what a manager and management is. Consequently, planning a training and development guide for something undefined, would be difficult.

The Literature Review reviews the literature on management itself before turning to an understanding of training and development, in order to set the parameters for the primary research.

The Literature Review raises key questions and poses various hypotheses relating to management, including the universality versus specificity principle, as well as a re-definition of management as learning.

The literature contrasts the objective view or academic narrative of management against a subjective or practitioners' view from the start, setting the scene for this subjective research which relies on those practicing in hospitality to define what effective management is to them. This will result in a new idea of what management is, with a guide for the training and development activities that should therefore work as they are linked to real practitioners' experiences and needs.

The resulting model of both management and management training and development should therefore be realistic and applicable in the hospitality industry.

The Literature Review looks at the following themes and questions:

Management: a history of management which raises the question of whether managers are born or made; a debate about management's separateness; a review of the definitions of management which concentrates on the activities of management; a discussion on the skills and knowledge required to perform management activities which includes a discussion of what an effective manager behaves like and the journey to effective management; and an update on the difference between, or overlapping of, management and leadership. This discussion confirms the need for the main research question, to conceptualise management for 'now'

Training and Development: a description and analysis of theories of training and development;

and a summary of the key strands of thought and discussion when it comes to training and developing managers. A picture of what is known and what is unknown is created, which adds to and fine-tunes the research question to ask that, once management is conceptualised, an attempt at building a guide for training and development to create effective hospitality managers is made.

The Literature Review also identifies a lack of studies from the point of view of employees.

3. Provide an outline of your study design and methods.

This research respects the view that there are a number of different situations we find ourselves in as human beings in work, and that these will be determined by our own world view (we will be drawn to certain jobs for example) and that of our colleagues (including our managers). However, the research approach also proposes that there are some norms of behaviour, skills and knowledge that are expected in an effective manager and in an effective management relationship, and that the majority of human beings who are managed, and those who manage, will be able to identify those norms. The research then goes on to recognise the training and development that may be needed for individuals to achieve those norms, and set a process by which those can be achieved.

The research approach is one of recognising that the management relationship is very human, and that therefore human opinions and views are important. And the views about what is the best way to form, build and maximise the human relationship will be valid.

Intuitively, it feels that the establishing of norms and the setting of a framework could be a contrast to this very humanist approach of building the framework from an investigation of people's views and experiences of managers, and the idea that, once the norms are established, they can be followed for everyone appears to also disregard this approach. However, there is a difference between the recognition of human activities, behaviours and relations and the recognition of individualism, and it is the former that will establish the framework, for individuals to operate within.

The establishing of the framework could be seen to be a scientific management approach (Taylorism) as Taylor felt that you can analyse what works and by following the same steps and recommending others follow the same steps – be successful: 'What can be understood can be taught' (Witzel, 2009, P22). This appears to argue against the view that management is 'natural' that it 'comes naturally' but it does not really. The skills, behaviours and knowledge of management may come naturally to some, but if they can be recognised and labelled, then they can also form a framework and an attempt be made to equip managers with those skills, behaviours and knowledge.

However, the recognition and labelling of norms does feel more positivist than interpretivist, so why is this research interpretivist?

One of the issues between taking an interpretivist versus a positivist approach is that by doing so, one confirms that the management relationship is a human relationship, with a number of people 'acting together' to form the relationship and meeting the needs of a business or organisation. A positivist approach would suggest that there is an already recognised set of skills and behaviours that are accepted and that can be measured. The literature would suggest that, despite much debate about management, the discussion still goes on, and that the discussion is still worth having. Such a large study of management in hospitality has not been carried out before.

The approach is therefore largely interpretivist, but using the interpretivist approach to build structures of norms in order to then build a framework. The research is inductive, and the grounded theory approach (although more work to be done on this) is taken to build theories from a number of people's views, and taking the results from one experience to build the next and seek information on the new foundation.

This approach and the building of a theory that will register some norms and a framework is reflected in the research design and methods. There is a need to understand a number of people's views from the situations they find themselves in. There is a need to learn from others

in order to move to the next stage of collection, and a need to see similarities and contrasts between them. The research starts with a series of informal interviews to scope the study and set some parameters. This is followed by a further set of interviews to develop the detail of the theory. Some of the methods may be revisited throughout the research process.

The data collected will be analysed using a number of appropriate techniques, with the use of themes and categorisation to build a deeper and more detailed framework.

4. If appropriate, please provide a detailed description of the study sample, covering selection, sample profile, recruitment and inclusion and exclusion criteria.

The choice of sample is intended to be purposive and snowball.

Pilot: The pilot study has been carried out amongst a number of contacts supplied by expert colleagues in the Hospitality area of the University of Derby Buxton. The pilot study asked some key questions about management in the hospitality industry and sought to answer questions on universality versus specificity and the manager as learner. This first set of interviews was carried out with 16 members of staff at 3 hotels and the staff represented Housekeeping, Food and Beverage, and general management.

Final Study: At the time of writing, there are a number of different routes the final study could take, all of value and all of which would contribute in different ways to meeting the aim and objectives of this research. However, the sample will remain purposive and snowball. At the time of writing, the scope of the staff and the branches of the service sector will likely change, and will be staff from the hospitality sector and probably staff from another branch of the service sector (TBC).

There is an intention to revisit the aim and objectives of the study following the pilot study, analysis and the RD7 viva/discussion.

5. Are payments or rewards/incentives going to be made to the participants? Yes ☐ No x

If so, please give details.

6. Please indicate how you intend to address each of the following ethical considerations in your study. If you consider that they do not relate to your study please say so.

Guidance to completing this section of the form is provided at the end of the document.

Consent

- Individuals will be contacted to ask for their participation in the research. Contact names will be obtained from the expert colleagues working in the Hotel, Resort and Spa Management department at the University of Derby and those contacts will recommend others to take part in the study.

- First contact will be made via email, telephone call or face-to-face meeting.

- An email (attached) with information about the researcher's credentials and intentions will be sent to the individual during the conversations where participation will be invited. The email will detail the intended research outcomes, will explain the need for consent, the granting of personal anonymity (although it is hoped that the participating organisations will agree to be named).

- Participants will agree to take part in the research by the process of agreeing to an interview. They are able to withdraw their agreement up to the date the research is published by contacting the researcher.

- Interviews will be face to face in the first instance.

Deception

- There is no deception required or anticipated at any stage in the study.

Debriefing

- Following the interview, subjects will be invited to feed back their views on the experience and the questions. Any confusion over questions should be built into future interviews as this research takes a grounded theory approach, building a structured framework from what is learned, and responding to what is learned as the process is followed.

- The opportunity participants have to withdraw from the investigation will be repeated for information.
- A time limit on withdrawal will be given, commensurate with the aimed-for completion date of the first draft of any subsequent paper.

Confidentiality/Data Protection

- Any information obtained from the interview will be anonymised to the extent that only the researcher and interviewee will be aware of what was said by whom. This will be clearly explained to participants as part of the informed consent. Subjects will be informed that the anonymised data may be published.
- The identifiable data will be stored in one place. The transcripts and recordings will be stored on the University of Derby secure server. However, there will be no personal details included in the transcripts or recordings in any case, as the interviews will simply record name and job title. At the conclusion of the research only transcripts will be retained by the same secure methods and recordings will be erased.
- As part of the briefing and informed consent, subjects will be made aware that they may review, in consultation with the researcher, any data provided by themselves. Each subject's details and any associated media will be anonymised via coding known only to the researcher. In line with the Data Protection Act 1998 no identifying materials will be shown to or discussed with any third party without the explicit consent of the subject.

Protection of participants

- No details of individual participants will be disclosed to any other parties. It is expected that the organisations taking part in the research will agree to be named however. All research data will be encoded as described and kept in secure confidential storage.

Observation research

- Observation research is not part of the main research here. Some small observations on the type and nature of the hospitality business where the interviewee is based will be made simply to set the scene. These observations will be factual.

Giving advice

- No advice will be given to participants, in fact no conversation about management styles or preferred approaches will be entered into in order not to influence the outcomes of the research.

Research undertaken in public places [complete if applicable]/Animal Rights [complete if applicable/Environmental protection [complete if applicable]

- Not applicable

Are there other ethical implications that are additional to this list? Yes ☐   No ☒

7. Have / do you intend to request ethical approval from any other body/organisation? Yes ☐ No ☒

If 'Yes' – please give details

8. Do you intend to publish your research? Yes ☒ No ☐.

If 'Yes', what are your publication plans?

TBC – require assistance and advice. Certainly the work is applicable to various professional management journals, and to academic management journals. Papers should be ready for AEME and CHME conferences in the next year also.

9. Have you secured access and permissions to use any resources that you may require?
(e.g. psychometric scales, equipment, software, laboratory space). Yes ☒ No ☐.
If Yes, please provide details.

No requirements other than PC, digital recorder.

10. Have the activities associated with this research project been risk-assessed? Yes ☒   No ☐

Albeit informally.

Which of the following have you appended to this application?

❑ Focus group questions - N/A

❑ Self-completion questionnaire – N/A

❑ Other debriefing material – YES – information sheet

❑ Information sheet about your research study - YES

❑ Location consent form – N/A

❑ Psychometric scales – N/A

❑ Interview questions – YES, PILOT STUDY

❑ Covering letter for participants – N/A see information sheet

❑ Informed consent forms for participants – N/A – participation assumes consent

❑ Other (please describe)

PLEASE SUBMIT THIS APPLICATION WITH ALL APPROPRIATE DOCUMENTATION

Questions

Manager

What do you think of when I say the word 'management'?

What does the word 'manager' mean to you? Are you picturing/thinking of a good manager you know, or a bad manager?

What makes that manager 'good'?

What makes that manager 'bad'?

What or who do **you** manage?

What do you think makes you a 'manager'?

How do you think you are judged as a manager?

How would your behaviour show that you're a manager?

What do you need to do your job well, as a manager?

What do your employees respond well to?

What do your employees respond badly to?

Please look at the attached list of management activities and tick those you carry out.

Please look at the attached list of management skills and knowledge and tick those you have/use. NOT READY – perhaps discuss skills and knowledge?

What skills and knowledge do you think you need to carry out those activities?

Please add any activities that you carry out that are not represented here, as well as any skills and knowledge that are not included here.

How important do you think it is to have specific knowledge of the hospitality area to be a good manager?

Employee

When you are 'managed' what skills/abilities do you expect to see in your manager?

What skills/abilities do you think your manager has?

What do you need to do your job well?

How does your manager or management affect what you do?

What makes you respond well to your manager?

What makes you respond badly to your manager?

How important do you think it is for your manager to have specific knowledge of the hospitality area?

Training and Development

Did you move from the role of specialist to manager at some point (however long ago?).

If yes, go to question 2, if no, go to question 3.

If so, when you moved from the role of specialist to manager, did you feel that you needed the following:

a higher or different level of specialist/technical information – WHAT YOUR JOB IS/DOES

a knowledge of management skills

neither of the above

both of the above?

Do you have time for training?

Do you see training as important for your own development? Why?

Do you see training as important for the business' development? Why?

What sort of training and development do you enjoy?

What training and development would you more readily engage in if given the opportunity? Why? Which of your personal or business objectives would this achieve? If any?

Consent to Interview and Participation in Research

This information will be presented by email in advance of interviews and/or verbally by the researcher at the interview.

In taking part in this interview you are being asked to be open and honest about your experiences and views of management.

This is a part of a PhD research project which hopes to conceptualise management in the Hospitality industry and result in a training and development guide to produce effective managers for the Hospitality industry.

Olivia Ramsbottom BA (Hons) MSc FHEA is the researcher. She was a manager in various organisations before becoming a lecturer in Management at the University of Derby. Her main area of interest is in breaking down the theory of management into real-life actions in order to equip managers with the skills they need to be effective managers.

You will be asked a series of questions about management and what it means to you and your experiences of management. Your answers will be recorded with a digital recorder.

Your answers may be published, but you will not be identified by name. Your name and your position will be recorded, but no personal information will be required. At any time, you can ask to see a transcript of your interview, or hear a recording of what you said, and you will be able to withdraw from the project up to the publication of the PhD in terms of withdrawing the transcript of your interview. You will not be able to withdraw any general notes that the researcher has made based on your or others' input, as these will be indistinguishable. If you withdraw all materials you have provided will be destroyed and will not be used in any further research.

All information will be kept in secure storage at the University of Derby and destroyed once it has been used for the research purpose for which it was intended.

Your participation will not be discussed or disclosed to any third party except in an anonymous way such that you cannot be identified.

The session is expected to take around xx minutes but may be more or less. It will be followed up by a debrief which will be an opportunity to clear up any issues or possibly explore further, with your permission, one or more of your answers.

In taking part in this interview you agree to your anonymised account being used and published as necessary within the context of the research.

UNIVERSITY of DERBY

Please submit your completed form to the chair of your college research ethics committee (CREC)

Your Name	Olivia Ramsbottom
College	College of Business
College Research Ethics Committee	College of Business
Staff ID	778467
Student ID	100030547
Unimail address	o.ramsbottom@derby.ac.uk
Programme name / code	PhD
Name of supervisor(s)	Tim Heap/Sarah Rawlinson

Title of proposed research study

The Conceptualisation of Effective Service Sector Management for the 21st Century

A comparative analysis of workers' views of what makes for effective management in the service sector in the UK, in order to create a training and development activity guide for managers.

Background Information

Has this research been funded by an external organisation (e.g. a research council or public sector body) or internally (such as the RLTF fund)? If yes, please provide details.	No
Have you submitted previous requests for ethical approval to the Committee that relate to this research project? If yes please provide details.	No
Are other research partners involved in the proposed research? If yes please provide details.	No

Signatures

The information supplied is, to the best of my knowledge and belief, accurate. I clearly understand my obligations and the rights of the participants. I agree to act at all times in accordance with University of Derby Policy and Code of Practice on Research Ethics:
http://www.derby.ac.uk/research/uod/ethics/

Signature of applicant	Olivia Ramsbottom
Date of submission by applicant	17.4.16
Signature of supervisor (if applicable)	
Date of signature by supervisor (if applicable)	

For Committee Use   *Reference Number (Subject area initials/year/ID number)*   ....

Date received   ....   Date considered   ....

Committee decision   ....   Signed   ....

Olivia Ramsbottom
University of Derby
1 Devonshire Road
Buxton
Derbyshire
SK17 6RY

21st April 2016

Dear Olivia Ramsbottom

Re: The conceptualisation of Effective Service Sector Management for the 21st Century

This letter is to confirm that your research has received ethical approval for the primary research through the College of Business, Research Ethics Committee.

Yours sincerely

Tim Heap
University Principal Tutor
Chair of College of Business, Research Ethics Committee
University of Derby
1 Devonshire Road
Buxton
SK17 6RY
Tel: 01298 330591
Email: t.j.heap@derby.ac.uk

College of Business

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cxlvi